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ABSTRACT

Outlining the basic demography of the students and community served by Glendale Community College (GCC), as well as providing indicators of institutional effectiveness, this six-part report seeks to stimulate the long-range planning process, support the development of the accreditation self-study, and promote program review and institutional decision making. Section I reviews community demographics for the GCC service area, including population and employment trends, and housing statistics. Sections II through V correspond to and include a description of the specific components of the Assembly Bill (AB) 1725 "Model Accountability System." Section II focuses on student access, including data on student enrollments, financial aid, basic skills courses, and facilities. Section III provides data related to student success, covering academic standards, course and degree completion rates, and remediation course outcomes. Section IV deals with student satisfaction, providing selected longitudinal data from annual surveys of student attitudes, goal achievement, and assessment of services provided. Section V looks at staff composition, offering data on the present workforce, recent hires, and staff development activities. Section VI focuses on fiscal considerations, including general revenue, expenditures, and the general fund balance. Each section concludes with a discussion of qualitative measures. Extensive data tables and graphs are included. (JMC)

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Campus Profile '90

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with the assistance and support of various campus units, especially Data Processing.

INTRODUCTION

Background

The college has long needed an informational document that covers the basic demography of our students and community while also providing indicators of institutional effectiveness. The challenge, however, has been the lack of consensus as to the specific goals and objectives to be used as measures of institutional vitality. By providing a broad "common view" of the institution our current effort should support a collegewide process to develop such consensus measures. We seek specifically to stimulate the long-range planning process while also supporting the development of the accreditation self study. The information should also support program review and inform decision-making functions.

This document is a "work in progress" designed to emulate the proposed statewide accountability model system. Because the institution is in the process of defining priorities, it is expected that a broad-based campus review of this document for content and emphasis will follow its release. The Planning and Research Unit seeks feedback both on design and composition; we want to know what criteria should be tracked, and we need to have priorities identified to determine the proportionate effort to be given to the development of information.

Following the dictum that "a picture is worth a thousand words," we have used graphics to depict trend information for the college. We have added to these graphics numerical references on the current status of each item. In describing the college, we have relied on fall semester figures in our discussion and comparisons. As this is more a reflection of academic tradition than of planning knowledge, we recognize the need to study summer, fall, and spring semester variation and characteristics. Through 1988, the fall semester figures were probably an eminently reasonable picture of the college. The most recent population growth in the community, however, seems to have stimulated an increasing number of new, first time students in the last several spring semester periods.

The "Model"

The success of California's community colleges in obtaining increased funding during the past two years has been based on the assurance that the system could develop an accountability reporting model and process. The feasibility of such a model was commissioned by the legislature in 1986 and mandated by AB 1725 in 1988. The Board of Governors approved the "AB 1725 Model Accountability System" for pilot testing at their July, 1990 meeting. The model consists of five component parts: 1) Student Access, 2) Student Success, 3) Student Satisfaction, 4) Staff Composition, and 5) Fiscal Condition.

The accountability model identifies specific indicators for each section to reduce and replace previous repetitious reporting to the Chancellor's Office and establish

standardized measures of institutional effectiveness which can be more easily aggregated into a system-wide report from the Chancellor to the Legislature and Public. As established indicators of performance for public consumption, these items help flesh out our understanding of the community college mission. The model is also intended as a basis for local districts to make accountability reports to their communities.

Each section of this document begins with a component description from the July 1990 Board of Governors item, "AB 1725 Model Accountability System." Following this introduction, we have provided the information available which pertains to the detailed outline within the model. The Chancellor's model is also tied to the standards for accreditation by the Western Association of Schools and Colleges (WASC). The specific accreditation references relevant to each section of the accountability model have been noted at the end of each section of this document.

Data Quality and Problems

The information presented herein is the best available to the Planning and Research Unit at this time. We have attempted to respond as completely as possible to the information requested in the accountability model; however, we do not have all the information suggested nor do we have all of the information in the form (or by the definitions) of the model. In some cases -- as an interim step -- we have substituted information pertaining to the criteria identified. Overall, the information provided follows closely the standards suggested.

We have added to the model an introductory section, "Demographic Trends In the Glendale Area," to provide an understanding of the factors affecting our community and the college. The model, in terms of its future use as a community report, calls for descriptions of all college programs. We have excluded such descriptions at this time as our audience is the campus community and in view of campus planning and self study projects which may result in new and refined descriptions of college goals and services.

In completing this project the most significant deficiency relates to our current lack of longitudinal tracking of students -- a common problem for all of California's community colleges. In many cases, "outcome" measures of student progress and success are simply not available because we do not have the hardware and data collection mechanisms necessary for the challenge, and/or because the cooperation of multiple agencies is required where we have not yet developed such coordination.

Future Timeline

This publication should become an annually updated document. We propose that the next edition, however, be planned for release early in fall of 1992 for several reasons: We do not anticipate having full access to the 1990 census information for another year; as our long range planning effort identifies priorities and campus units develop objectives, we will need time to collect new information and adjust emphasis within the items we have included; and we anticipate that the upcoming self study may

identify new items to be included in future profiles of the campus. **Ideally, every unit and governance committee will be able to identify for the campus community those criteria by which their work should be judged.**

Conclusion

The production of this document has given the Planning and Research Unit a variety of ideas relative to meeting the data information needs of the accountability model. It should also be noted that the ongoing production of this document will require resources and an institutional commitment across administrative units. In the interim, the Planning and Research Unit looks forward to assisting the campus in understanding the included information, in developing and tracking new measures of our activities, and in formulating hypotheses about the future. Please contact us at extension 413 for further discussion or to make suggestions. Thank you.

Planning & Research -- 12/90

TABLE OF CONTENTS

Section & Page

Section I: Demographic Trends In The Glendale Area

1) Glendale in the 1980's: A Decade of Growth . . . . . I - 1
   1a) Glendale's Population Growth . . . . . I - 3
   1b) Glendale's Age Cohorts . . . . . I - 4
   1c) The Three Glendales. . . . . I - 5
   1d) Glendale Housing Trends . . . . . I - 7
2) The Glendale Unified School District . . . . . I - 9
3) Our Other Students . . . . . I - 11
   3a) The Los Angeles Unified School District . . . . . I - 12
   3b) The Burbank Unified School District . . . . . I - 13

Section II: Student Access

1) Student Enrollments . . . . . II - 1
   1a) Enrollment Statistics -- Credit Programs . . . . . II - 2
   1b) Enrollment Statistics -- Non-Credit Programs . . . . . II - 9
   1c) Enrollment, CAP, and ADA . . . . . II - 12
2) Access Programs . . . . . II - 14
   2a) Financial Aid . . . . . II - 14
   2b) ESL & Basic Skills Course Offerings . . . . . II - 18
   2c) Categorical Programs Designed to Increase Student Access . . II - 22
   2d) Articulation . . . . . II - 24
3) Physical Facilities . . . . . II - 25
   3a) Dollars for Disabled Student Access . . . . . II - 25
   3b) Qualitative Measures . . . . . II - 25

Section III: Student Success

1) Academic Standards . . . . . III - 1
2) Course Completions . . . . . III - 1
3) Student Goal Achievement . . . . . III - 5
   3a) Transfer Goal Students . . . . . III - 6
   3b) Vocational Preparation Students . . . . . III - 11
4) Degrees Completed . . . . . III - 14
5) Basic Skills and ESL Course Outcomes . . . . . III - 14
6) Qualitative Measures. . . . . III - 15

Section & Page

Section IV: Student Satisfaction

1) Student Satisfaction Surveys . . . . . IV - 1
   1a) Student Goals . . . . . IV - 1
   1b) Process and Services. . . . . IV - 2
2) Qualitative Measures. . . . . IV - 4

Section V: Staff Composition

1) Present Workforce . . . . . V - 1
2) Recent Hires . . . . . V - 3
3) Staff Development . . . . . V - 4
4) Qualitative Measures. . . . . V - 6

Section VI: Fiscal Condition

1) General Revenue . . . . . VI - 1
2) Expenditures . . . . . VI - 5
3) General Fund Balance . . . . . VI - 7
4) Qualitative Measure . . . . . VI - 8

INDEX OF GRAPHS AND TABLES

Section & Page

Section I: Demographic Trends In The Glendale Area

Graph 1: Fall Enrollment From City of Glendale Vs. Other . . . . . I - 1
Map: GCC Students by Zip Code of Residence . . . . . I - 2
Table 1: Population Trends in the Glendale Area . . . . . I - 3
Graph 2: Glendale Population by Age Cohorts . . . . . I - 4
Graph 3: Glendale Population by Zip Code Area . . . . . I - 5
Graph 4: Students from Glendale by Zip Code Region . . . . . I - 6
Table 2: Glendale by Ethnic Breakdown . . . . . I - 6
Graph 5: Glendale Housing Units by Zip Code Area . . . . . I - 7
Graph 6: Housing Units in Glendale . . . . . I - 8
Graph 7: Enrollment in the GUSD . . . . . I - 9
Graph 8: GUSD by Ethnic Breakdown . . . . . I - 10
Graph 9: GUSD: % of Students Who Are Limited English Proficient . . I - 10
Graph 10: Student Enrollment by Geographic Region . . . . . I - 11
Graph 11: LAUSD Enrollment . . . . . I - 12
Graph 12: LAUSD By Ethnicity . . . . . I - 12
Graph 13: Enrollment in the BUSD . . . . . I - 13
Graph 14: BUSD: % of Students With English as a Second Language . . I - 13

Section II: Student Access

Graph 15: Enrollment Status . . . . . II - 2
Graph 16: Student Enrollment by Age Cohort . . . . . II - 2
Graph 17: Student Enrollment by Gender . . . . . II - 3
Graph 18: Age Cohorts by Gender . . . . . II - 3
Graph 19: Student Enrollment by Ethnicity . . . . . II - 4
Graph 20: Student Enrollment by Ethnic Breakdown (Survey) . . . . II - 4
Graph 21: Enrollment Trends . . . . . II - 5
Graph 22: Student Enrollment by Day, Evening, or Both . . . . . II - 5
Graph 23: Student enrollment by Course Load . . . . . II - 6
Graph 24: Full-time Students by Ethnicity . . . . . II - 6
Graph 25: Full-time Students by Visa Status . . . . . II - 7
Graph 26: Student Enrollment by District Status . . . . . II - 7
Graph 27: Number of Hours Worked By Students . . . . . II - 8
Graph 28: Enrollment by Neighborhood Income Level . . . . . II - 8
Graph 29: Enrollment in Non-Credit Classes by Gender . . . . . II - 9
Graph 30: Non-Credit Enrollment by Age Cohort . . . . . II - 10
Graph 31: Non-Credit Enrollment by Ethnicity . . . . . II - 10
Graph 32: Non-Credit Student Enrollment by Type of Visa . . . . . II - 11
Graph 33: Credit Enrollment Vs. Credit ADA . . . . . II - 12
Graph 34: Funded ADA Vs. Reported ADA . . . . . II - 12
Graph 35: Credit Program: Reported ADA Vs. Funded ADA . . . . . II - 13

Graph 36: Non-Credit Program: Funded ADA Vs. Reported ADA . . . II - 13
Graph 37: Number and Percent of Students Receiving Financial Aid . II - 14
Graph 38: Students with Financial Aid by Visa Status . . . . . II - 15
Graph 39: Students with Financial Aid by Zip Code . . . . . II - 15
Graph 40: Financial Aid by Funding Category (Dollars & Students) . . . II - 16
Graph 41: Financial Aid: Unmet Need by Fiscal Year . . . . . II - 17
Graph 42: ESL Classes: WSCH and Number of Students . . . . . II - 18
Graph 43: Basic Skills: WSCH and Number of Students . . . . . II - 18
Graph 44: ESL Students by Age Cohort . . . . . II - 19
Graph 45: Basic Skills Students by Age Cohorts . . . . . II - 19
Graph 46: ESL Students by Educational Goal . . . . . II - 20
Graph 47: Basic Skills Students by Educational Goal . . . . . II - 20
Graph 48: ESL Students by Ethnicity . . . . . II - 21
Graph 49: Basic Skills Students by Ethnicity . . . . . II - 21
Graph 50: Use of Support Services . . . . . II - 22
Graph 51: Disabled Student Services: Students Served . . . . . II - 23
Graph 52: EOPS: Full-time Categorical Students Served . . . . . II - 23
Graph 53: Assignable Classroom Space Vs. Fall Enrollment . . . . . II - 25

Section III: Student Success

Graph 54: WSCH by Division Over Time . . . . . III - 2
Graph 55: WSCH by Division Over Time (Percentage) . . . . . III - 2
Graph 56: Retention and Success by Division . . . . . III - 3
Graph 57: Student Enrollment, Retention, and Success by Division . . . III - 4
Graph 58: Student Enrollment by Educational Goal . . . . . III - 5
Graph 59: Number of Transfer Goal Students . . . . . III - 6
Graph 60: Percentage of Students Interested in Transferring . . . . . III - 6
Graph 61: Transfer Goal Students by Ethnicity . . . . . III - 7
Graph 62: Transfer Goal Students by Ethnicity (Percentage) . . . . . III - 7
Graph 63: Transfer Goal Students (Characteristics) . . . . . III - 8
Graph 64: Fall Semester Transfers to UC and CSU . . . . . III - 9
Graph 65: Total Instate Transfers . . . . . III - 9
Graph 66: Transfers to UC and CSU by Ethnicity . . . . . III - 10
Graph 67: Students with Vocational Preparation Goals . . . . . III - 11
Graph 68: Percentage of Students with Vocational Preparation Goals . III - 11
Graph 69: Vocational Preparation Students by Ethnicity . . . . . III - 12
Graph 70: Vocational Preparation Students by Ethnicity (Percentage) . III - 12
Graph 71: Vocational Preparation Students (Characteristics) . . . . . III - 13
Graph 72: Degrees and Certificates Completed . . . . . III - 14
Graph 73: Retention and Success/ESL & Basic Skills Classes . . . III - 14
Graph 74: Enrollment/Retention/Success in ESL & Basic Skills . . . III - 15

Section IV: Student Satisfaction

Table 3: What Factors Led Students to Change Their Educ. Goals . . . VI - 2
Graph 75: Faculty's Concern & Interest in Students. . . . . VI - 2
Graph 76: Satisfaction Ratio for Support Services . . . . . VI - 3

Section V: Staff Composition

Table 4: Staff Composition by Gender . . . . . V - 1
Table 5: Staff Composition by Age . . . . . V - 2
Table 6: Staff Composition by Ethnicity . . . . . V - 2
Table 7: New Hires by Gender . . . . . V - 3
Table 8: New Hires by Ethnicity . . . . . V - 3
Graph 77: Budget for Staff Development . . . . . V - 4
Graph 78: Staff Development Expenditure Categories . . . . . V - 5
Graph 79: Staff Development Expenditures by Employee Classification . V - 5

Section VI: Fiscal Condition

Table 9: General Fund Revenue Sources . . . . . VI - 2
Graph 80: General Fund Revenue Sources/Glendale . . . . . VI - 3
Graph 81: General Fund Revenue Sources/State Averages . . . . . VI - 3
Table 10: General Fund Revenues/Glendale . . . . . VI - 4
Table 11: General Fund Revenues/Statewide . . . . . VI - 4
Table 12: General Fund Expenditures by Activity . . . . . VI - 5
Graph 82: General Fund Expenditures/Glendale . . . . . VI - 6
Graph 83: General Fund Expenditures/Statewide . . . . . VI - 6
Table 13: General Fund Expenditures per ADA . . . . . VI - 7
Table 14: Five-Year District Data Summary . . . . . VI - 7

Section I: COMMUNITY PROFILE

Section I:

Demographic Trends In The Glendale Area

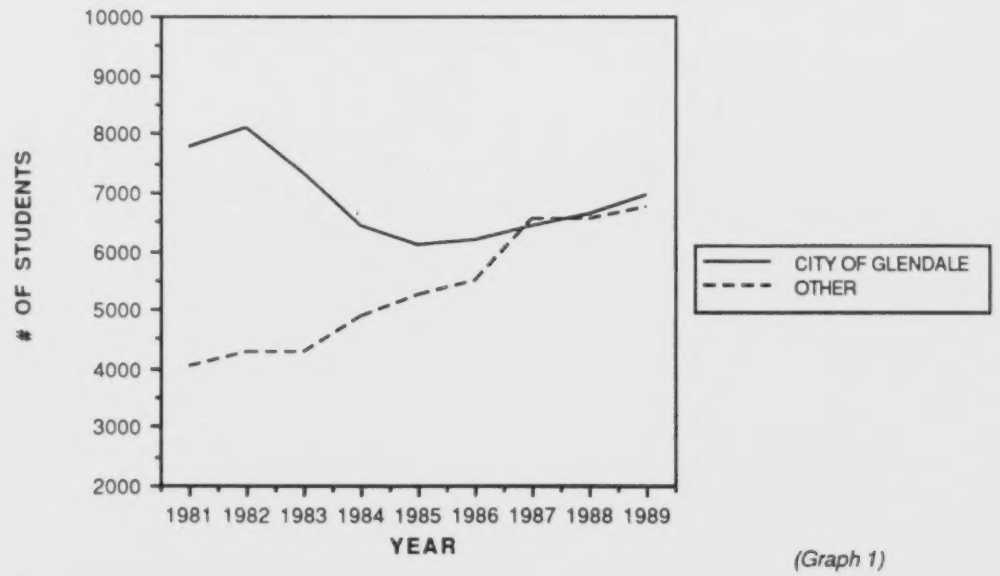
Overview

This section provides an overview of demographic trends in the Glendale area. The section should help readers understand our community better and give some broad indications of the available pool of potential students in the area.

The section starts with an overview of demographic trends from the City of Glendale including population characteristics, employment trends, and housing statistics. A section on the Glendale Unified School District gives an overview of the growing diversity of students in that system. The final sections give a picture of where the non-Glendale students are coming from and presents a few trends from the Los Angeles and Burbank Unified School Districts.

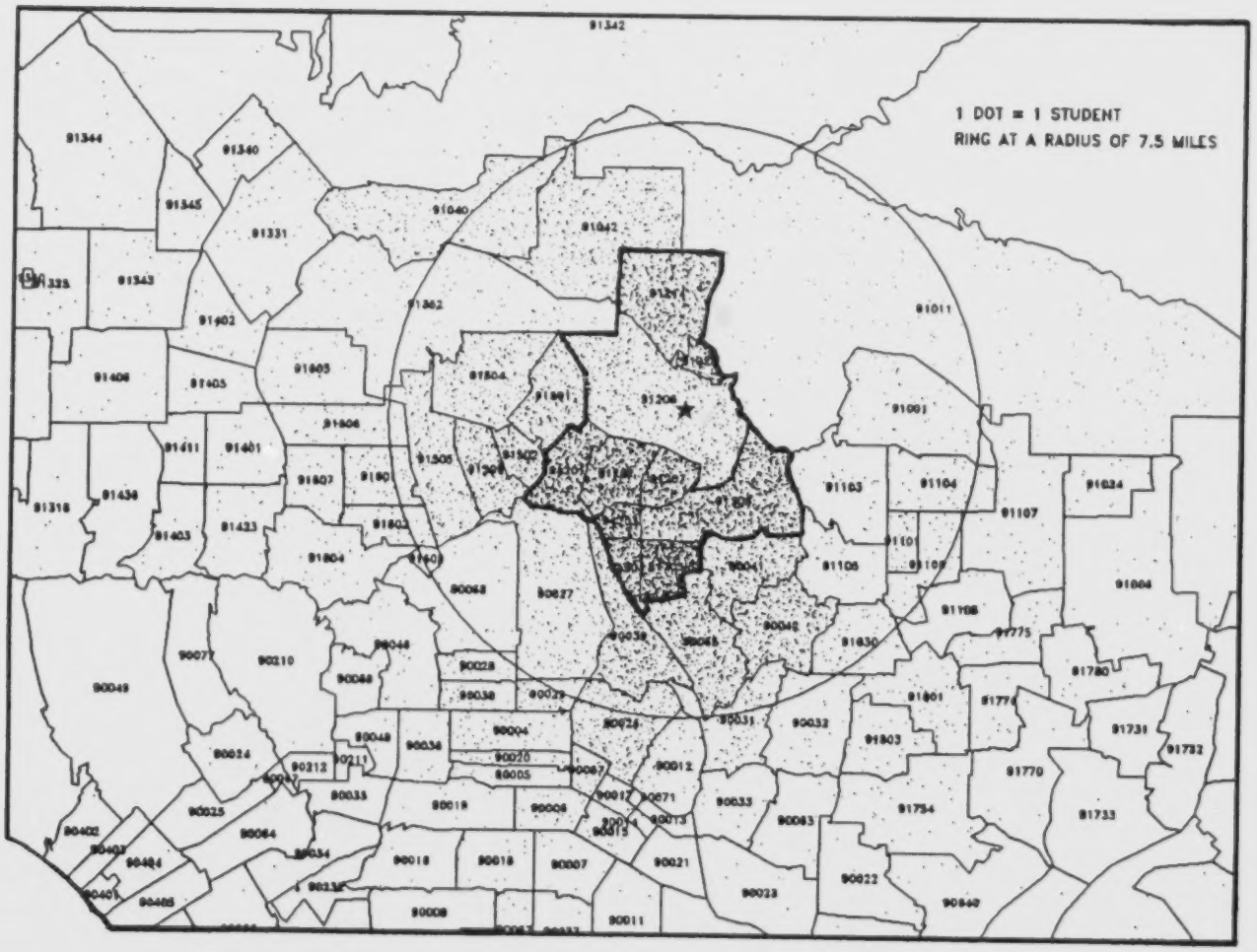
Any section on demographics must begin with a definition of community. Where do our students come from? The map on the following page provides a visual representation of where are students are coming from. During most of the 1980's, the college drew a rapidly increasing number of students from outside the City of Glendale; by Fall 1987 over half of the students came from outside of the city (see chart below). The trend then reversed and the number of students from Glendale began to grow faster than the number of students coming from outside of the district. Indications drawn from growth in the Glendale Unified School District and the general population suggest that this trend in the rising number of students from Glendale will continue.

FALL ENROLLMENT FROM CITY OF GLENDALE VS. OTHER



(Graph 1)

GLENDALE COMMUNITY COLLEGE STUDENTS
BY ZIP CODE OF RESIDENCE
Fall 1989



I-2

1) Glendale in the 1980's: A Decade of Growth

1a) Glendale's Population Growth

Glendale started a growth spurt in the 1980's which accelerated in the middle of the decade, culminating in a building moratorium on multi-unit apartments in 1988. A boom period for development in downtown Glendale also led to an accompanying growth in the City's employment base in the 1980's. Both of these trends show up on campus: 1) The number of students coming from Glendale began to reverse a downward trend in the fall of 1986; and 2) more students with college degrees are coming from home addresses which are farther away.

During the eighties Glendale grew at an annual rate of 2.8% -- almost double the county average. As seen in Table 1 below, Glendale grew at a much faster rate than its surrounding communities. Several planning entities, including the Southern California Association of Governments and the Urban Decision Systems Group, predict a slightly lower annual growth rate of 2.3% for Glendale in the first half of the 1990's.

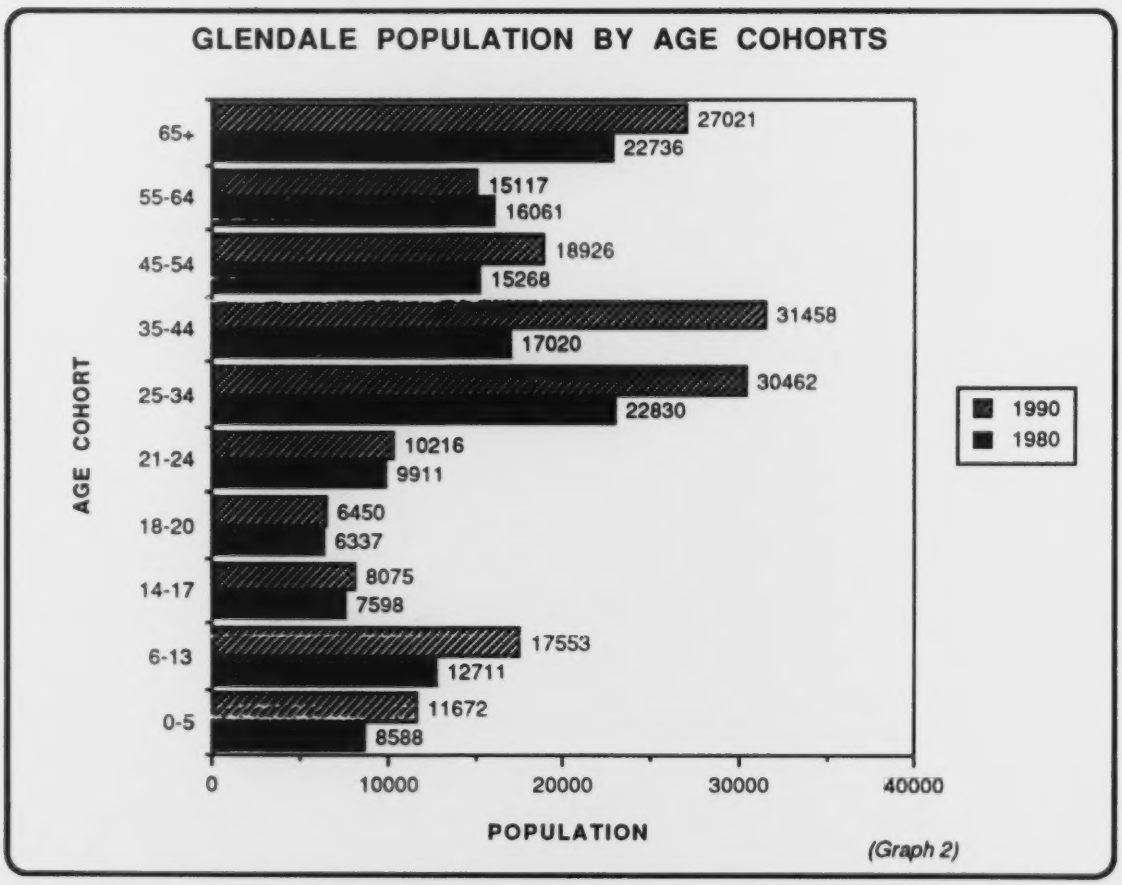
TABLE 1: Population Trends in the Glendale Area

JURISDICTION	1980	1990	% INCREASE
GLENDALE	**139,060**	**178,116**	**28.1%**
BURBANK	84,625	92,654	9.5%
LA CANADA/FLINTRIDGE	20,153	19,333	-4.1%
LOS ANGELES (CITY)	2,966,850	3,420,235	15.3%
PASADENA	118,550	129,518	9.3%
SO. PASADENA	22,681	23,759	4.8%
LOS ANGELES (COUNTY)	7,477,503	8,719,699	16.6%

Source: U.S. Census, 1980 and Los Angeles Times , August 29, 1990 "Preliminary Census Results."

1b) Glendale's Age Cohorts

The age cohort structure of the community is of particular importance to the college both in terms of absolute enrollment and curriculum development. The chart below provides an age cohort comparison between 1980 and 1990. The 1980 figures are from the 1980 census, while the cohorts for 1990 are based on projections prepared by using early census figures and the estimates of private marketing firms. Growth in Glendale during the 1980's occurred across all age cohorts, however of particular importance has been the growth in the population of children under 14 and in the age cohorts from 25 to 44. The fast growth in these cohorts is probably due to both the growing numbers of immigrant families and of young professionals moving into the city's stock of apartments and condominiums.

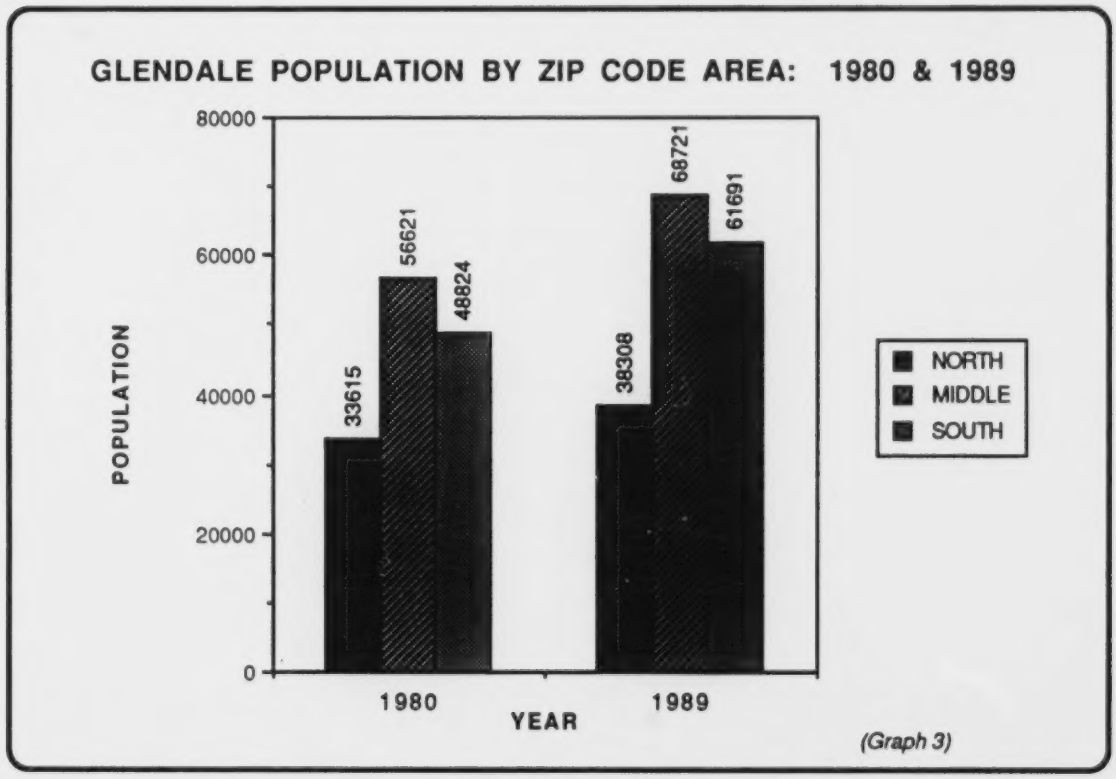


(Graph 2)

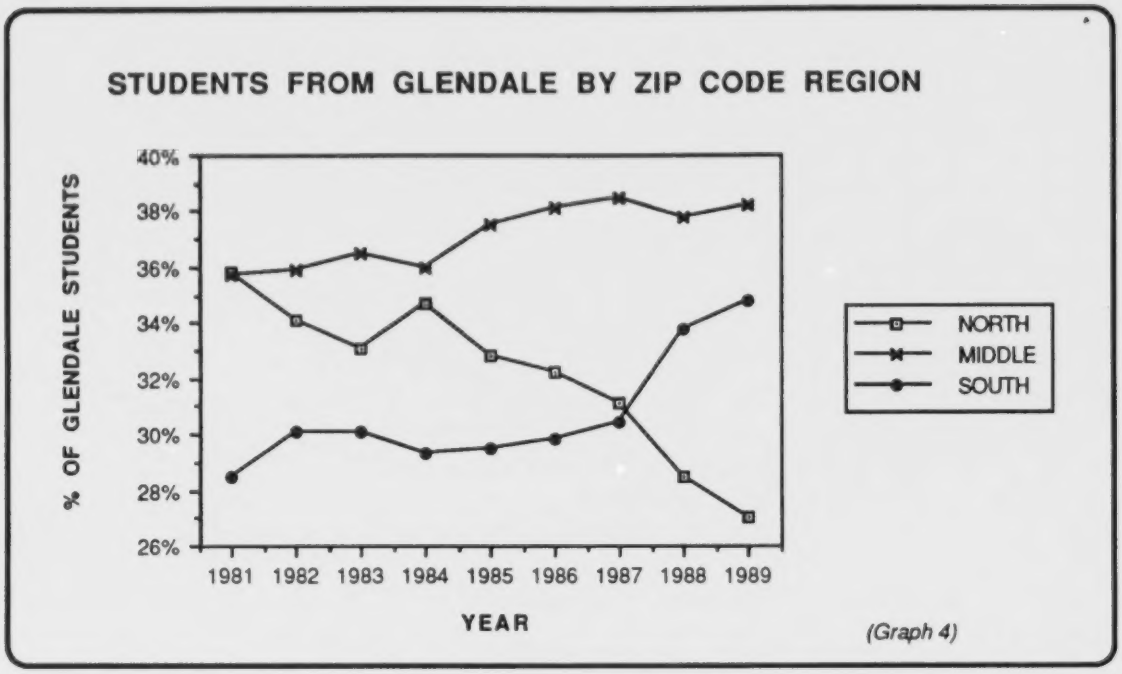
1c) The Three Glendales

The age distribution varies by neighborhood across the city. Southern portions of the city, where the concentration of multiple-family dwelling units is greater, tend to be younger. Middle Glendale tends to have a heavier concentration of elderly. A trend of particular importance for the college is that growth in the elementary and secondary age groups has been much faster in southern parts of the city which tend to be more ethnic and comprised of more immigrants than the northern parts of the city.

As the chart below shows, the southern part of the city (zip codes: 91203, 91204, and 91205) and middle section (zip codes: 91201, 91202, and 91206) grew at a faster rate during the 1980's than the northern part (zip codes: 91207, 91208, and 91214). The chart on the following page demonstrates how this trend was mirrored on campus with a decreasing percent of students from northern parts of the city and an increasing percent of students coming from southern parts of the city.



(Graph 3)



(Graph 4)

Breakdowns of Glendale's population along ethnic and racial lines are difficult: Much of the city's immigrant population falls into the broad category of Caucasian; U.S. Census data will not be available for at least a year; and existing estimates have severe limitations. These estimates, however, paint a picture of a changing Glendale which definitely shows up both in the Glendale Unified School District data (presented below) and in our own data on Glendale students. Table 2 estimates the ethnic breakdown of Glendale in 1980 and 1988.

TABLE 2: Glendale by Ethnic Breakdown

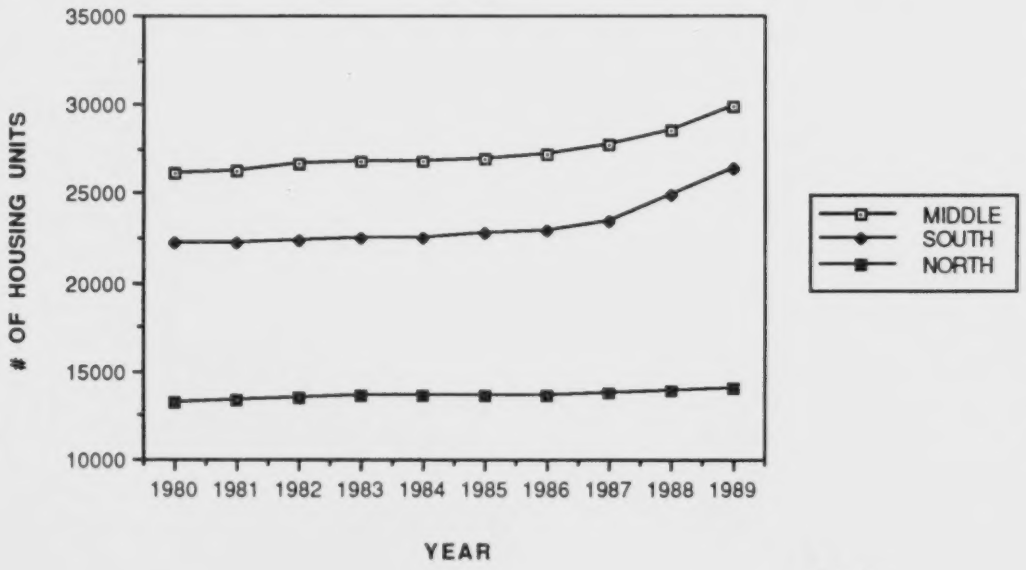
	1980	1990
CAUCASIAN (non-Hispanic)	74.0%	59.4%
SPANISH/HISPANIC*	17.7%	27.3%
BLACK	.5%	1.1%
AMER. INDIAN	.5%	.7%
ASIAN/PACIFIC ISLR..	5.6%	7.6%
OTHER	1.7%	2.4%

*Spanish/Hispanic may include some Filipinos for 1990 due to the way the data is collected.

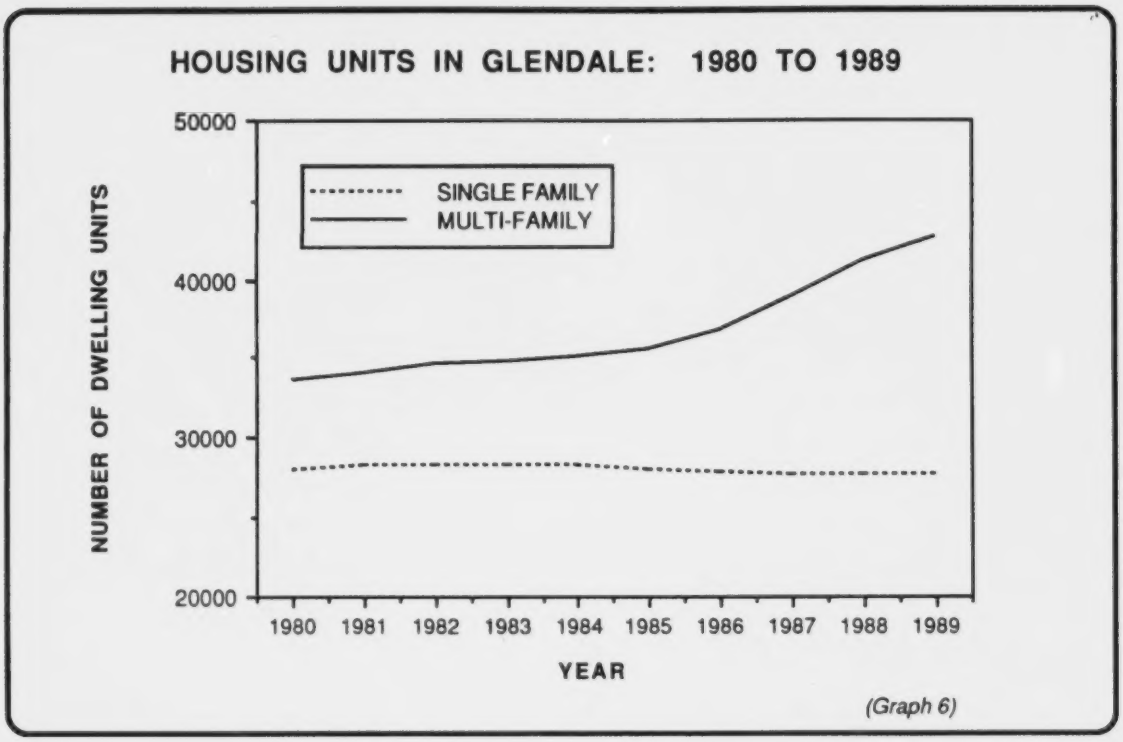
1d) Glendale Housing Trends

Even without the 1990 Census data, other measures of the growth in Glendale give a reasonably accurate picture of what has happened in the city. As seen in the chart below, examination of the building boom in Glendale shows a dramatic growth in the number of dwelling units in the southern and middle sections of the city. The boom started in the mid 80's and has continued up into the late 1980's. The growth has occurred primarily in multiple dwelling units and is altering the character of the city (see chart on next page). While the population of people in single-family homes has remained stable over the decade, the population in rental units and condominiums has gone up rapidly. The City of Glendale put a moratorium on the construction of multiple-family dwelling units in 1988. The moratorium was not felt until 1990 when there was a slow-down in the construction of approved projects. A proposed new ordinance would end the moratorium on multi-family-unit development. It is likely that the housing boom will continue at a slower pace in the 1990's. (For more details see City of Glendale Housing Element Revision, June 1989)

GLENDALE HOUSING UNITS BY ZIP CODE AREA: 1980-1989



(Graph 5)



(Graph 6)

1e) Glendale Employment Characteristics

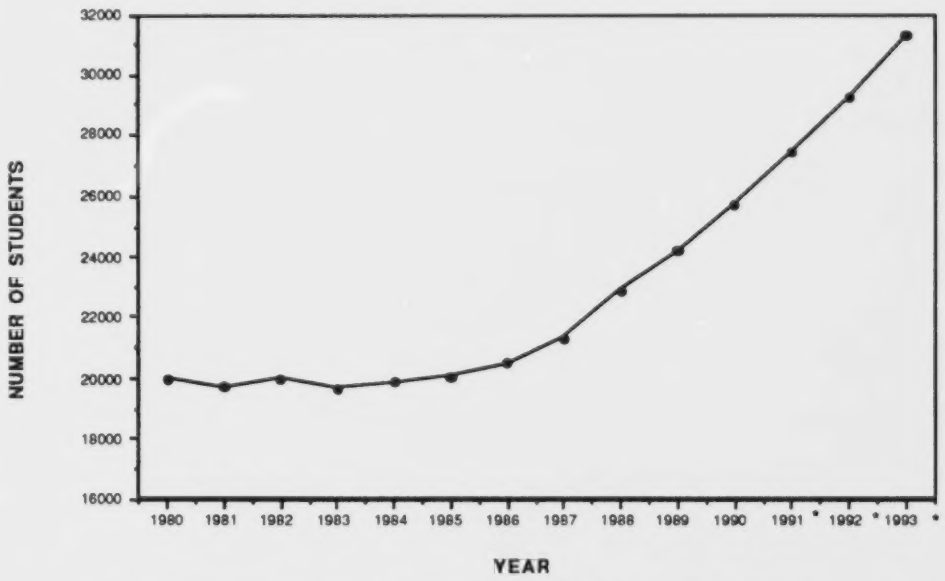
During the 1980's, Glendale's workforce characteristics also changed. The city's employment base grew quickly. The redevelopment of the downtown business district has been a motor of economic growth in the city. The Glendale Redevelopment Agency estimates that 20,000 new jobs were created in the central business district during the period from 1972-1990. In the period from 1984 to 1988, the Agency estimates that 3.8 million square feet of office space were added. This growth in office space along with the growth in retail space have created a lot of jobs in downtown Glendale. The 1990 Census will help us clarify trends in the types of jobs held by those who live and work in the city.

While only half of the college's students live in Glendale, the city's growth as a center of employment and economic activity may further boost the college's ability to attract students from outside the district. People working in Glendale may decide to take classes here as well. This trend does show up in our growing number of older students coming from further away.

2) *The Glendale Unified School District*

Perhaps the most relevant demographic data for the college comes from the Glendale Unified School District (GUSD). As seen in Chart 4, the Glendale Unified School District began a rapid growth spurt along with the city in the mid-1980's. This growth spurt is expected to continue through the 1990's. The growth has been most apparent in the elementary schools, although it has occurred in both the junior and senior high schools as well. The slump in the number of students graduating from Glendale high schools bottomed out in 1989.

ENROLLMENT IN THE GLENDALE UNIFIED SCHOOL DISTRICT: 1980-1993*

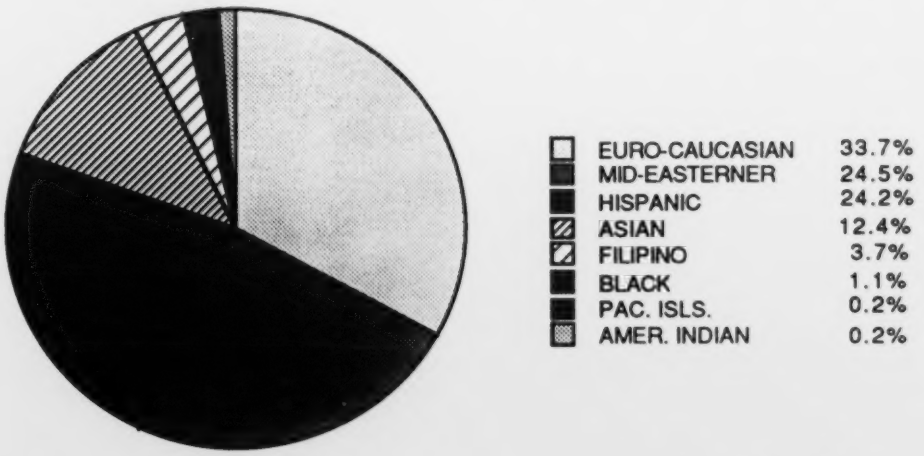


* FIGURES FOR 1991-1993 ARE BASED ON PROJECTIONS FROM THE STATE DEPT. OF FINANCE.

(Graph 7)

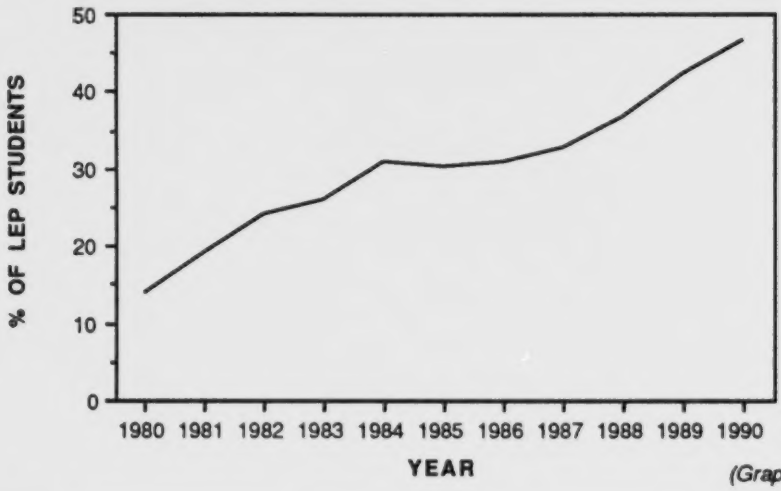
Not only is the Glendale Unified School District growing rapidly, its ethnic composition is changing dramatically. Aside from any cultural implications of this growth and change, the heightened demand for ESL instruction is obvious. The charts on the next page report both the ethnic composition and the Limited English Proficient needs of GUSD students.

GUSD BY ETHNIC BREAKDOWN: FALL 1989



(Graph 8)

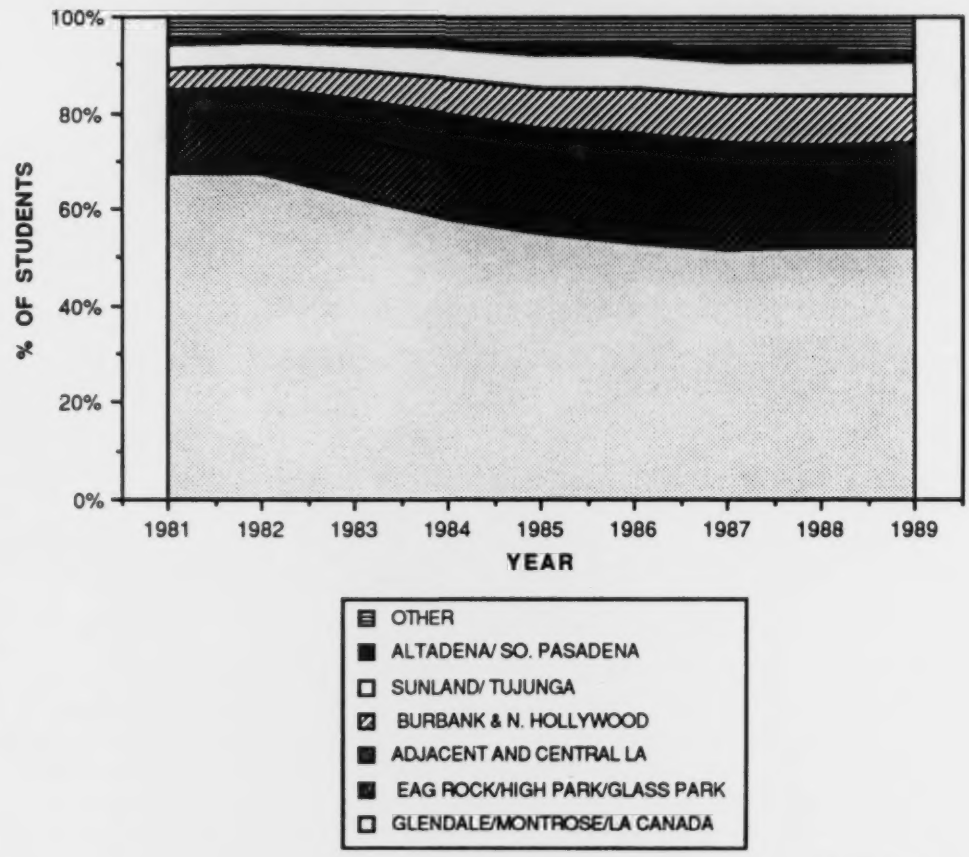
GUSD: % OF STUDENTS WHO ARE LIMITED ENGLISH PROFICIENT



(Graph 9)

3) Our Other Students

About half of the college's students come from outside of Glendale. The chart below shows the trends over the last decade for the geographic distribution of students. The biggest growth areas were the city of Burbank and the Adjacent LA area -- that area south of Glendale encompassing the neighborhoods of Atwater, Silver Lake, Los Feliz, and Echo Park.



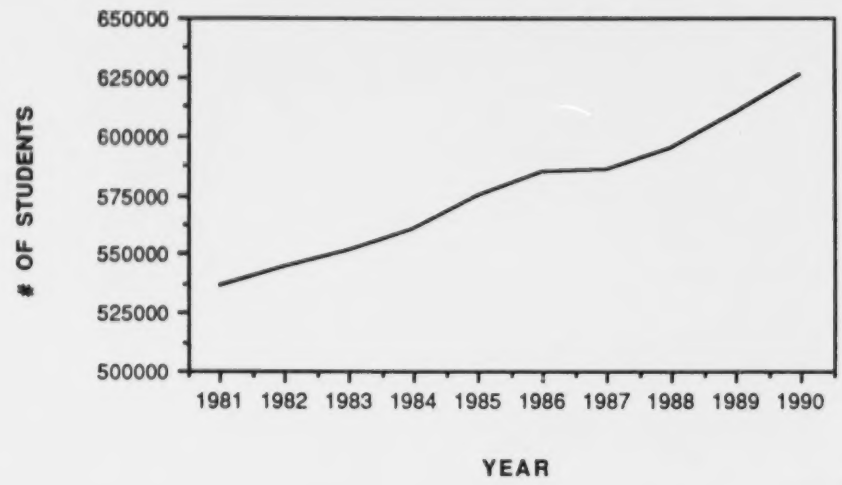
(Graph 10)

Although growing at slower rates than Glendale, the neighboring parts of Los Angeles -- Eagle Rock, Highland Park, Glassell Park, Silver Lake, Atwater, Hollywood, etc. -- and Burbank along with Sunland and Tujunga are all growing quickly as well. Indeed there are some signs that growth in Glendale started spilling over into Burbank especially after Glendale's moratorium on the construction of multi-unit buildings.

3a) The Los Angeles Unified School District

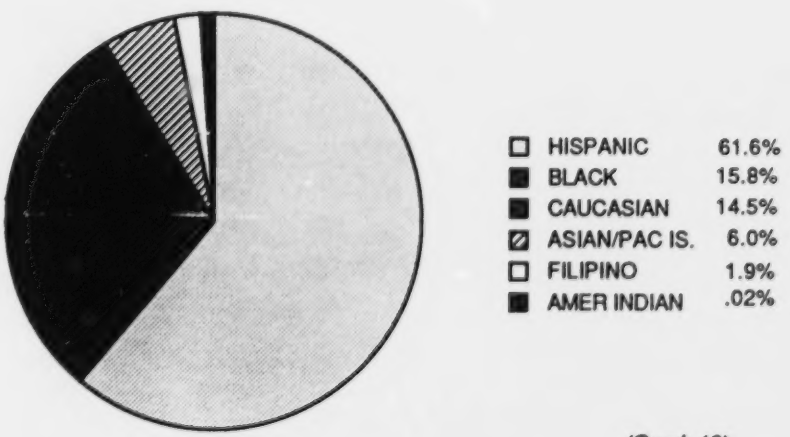
The charts below show the growth and ethnic composition of the Los Angeles Unified School District (LAUSD). The LAUSD had 610,149 students in K-12 classes during academic 1989-90.

LA UNIFIED SCHOOL DISTRICT ENROLLMENT



(Graph 11)

LA UNIFIED SCHOOL DISTRICT BY ETHNICITY: 1989

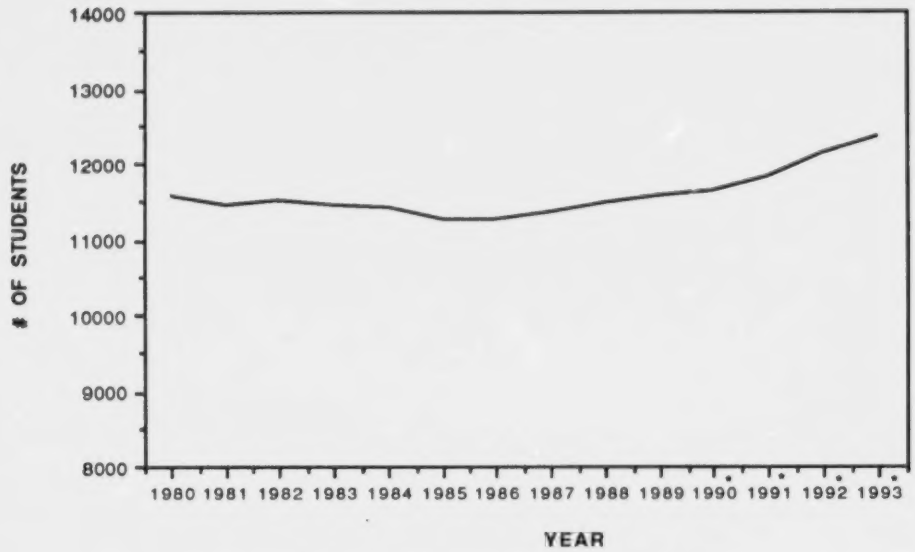


(Graph 12)

3b) The Burbank Unified School District

The charts on this page show both the growth in the Burbank Unified School District (BUSD) and the growing demand for ESL instruction within that district. The BUSD enrollment stood at 11,457 for fall 1989.

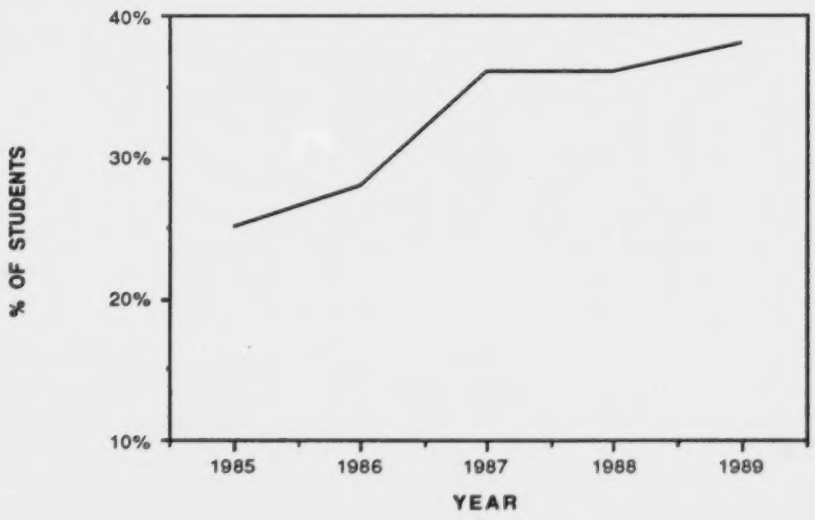
ENROLLMENT IN THE BURBANK UNIFIED SCHOOL DISTRICT: 1980-1993



* Figures for 1990-93 based on Dept. of Finance projections.

(Graph 13)

BURBANK USD: % OF STUDENTS WITH ENGLISH AS A SECOND LANGUAGE



(Graph 14)

Section II: STUDENT ACCESS

Section II:

Student Access

The model accountability system states:

"Equal opportunity for student access to postsecondary education is a vital concern of the state's community college system. This concern is articulated in AB 1725 and in reports issued by the California Postsecondary Education Commission (CPEC), the California Community College Board of Governors and the Chancellor's Office, and the Commission for the Review of the Master Plan for Higher Education, among others.

Many factors facilitate or restrict student access to local colleges. Distance to campus, commuting time, cost of attendance, parking, breadth of curriculum, institutional reputation, and services offered are only a small sample of influences affecting student access. At the policy level is the influence of funding on access. If districts are at or above the cap, for example, access can be affected negatively. The numbers of courses and sections offered by a college and the minimum class size required to offer a course are affected by funding." (p. 6)

1) Student Enrollments

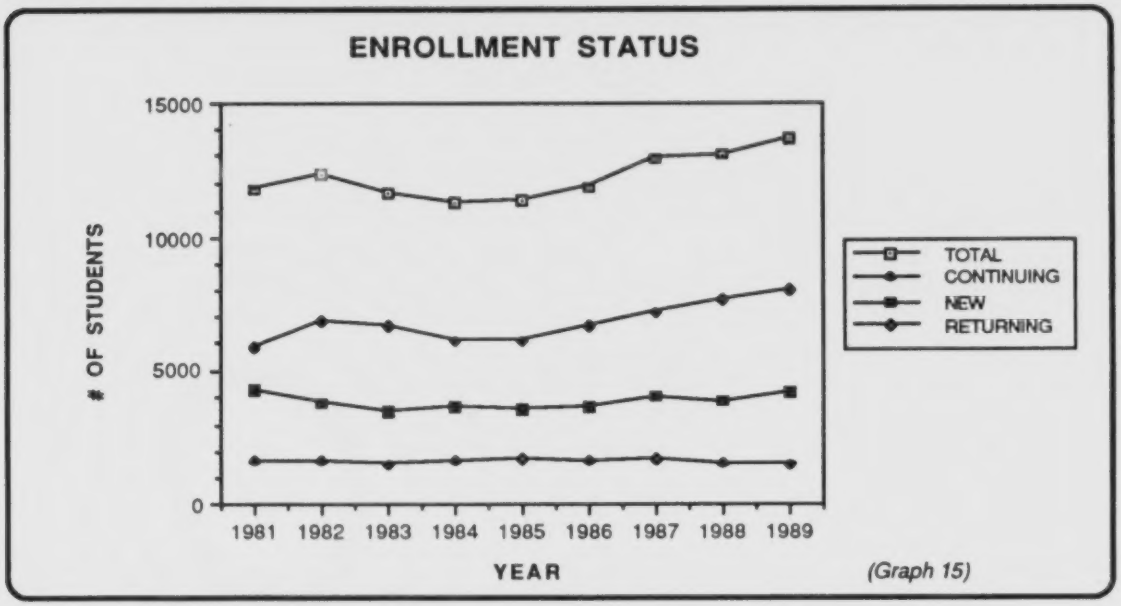
This section includes enrollment trends, participation rates, and a review of the support and instructional programs which promote access. Because the 1990 census data are not yet available, we have not prepared participation rates at this time. A quick look at the demographics of our students, however, gives a picture of tremendous diversity. Each of the following graphs advances a comprehensive view of the institution by completing a portrait of the students who choose Glendale Community College.

In 1976 the credit enrollment of the college was 8,145 with a slight majority of the students being male. By 1981, females constituted a majority of the 11,758 students, and their percent of total enrollment has continued to grow as enrollment climbed to 13,700 in 1989. It is also noteworthy that the number of new students in fall of 1981 was slightly greater than in the fall of 1989 (4,257 vs. 4,176), and this trend toward fewer new students was even more pronounced in terms of percentages: 37.5% of the fall 1981 students were new to the college, whereas in 1989, only 30.4% of the students were new to the college.

Two final notes: We have included "visa status" in the list of student characteristics covered as it illustrates how Glendale Community College has long served an important role in access for immigrants. The college does not have the disability information on its students suggested in the accountability model, so comparisons in this regard have been precluded.

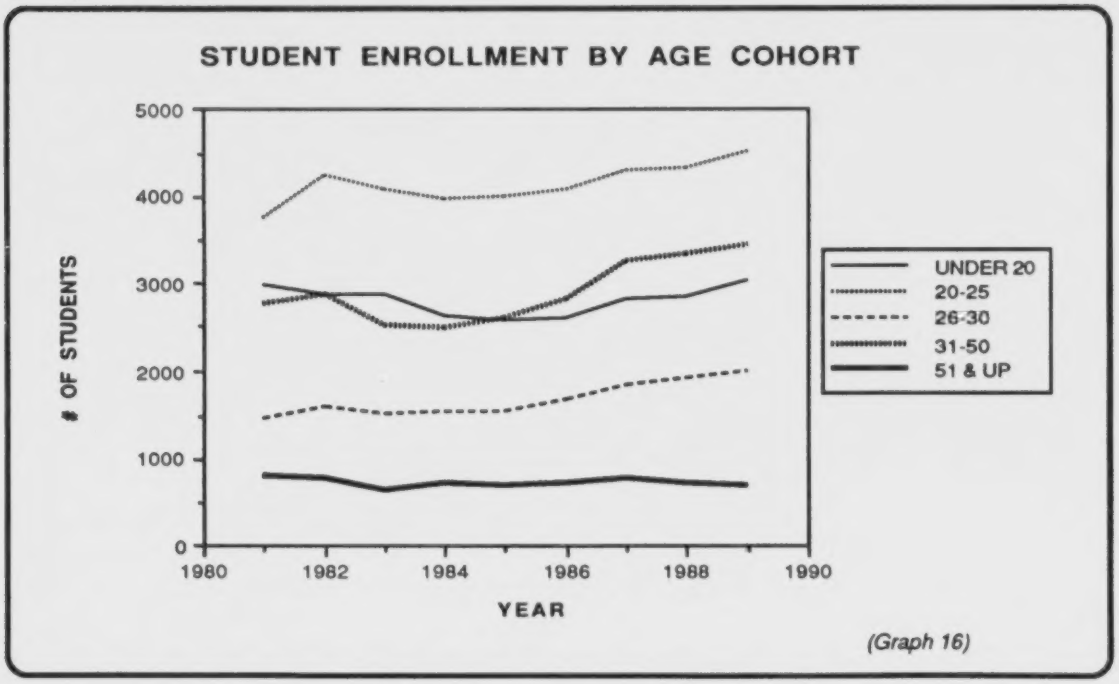
1a) Enrollment Statistics -- Credit Programs

Growth in the number of continuing students has driven the growth in total enrollment since its low mark in fall 1984. Since 1986, the number of continuing students has grown both in absolute terms and as a percentage of total enrollment. Among the 13,700 students enrolled in fall of 1989, 8,026 were continuing, 4,176 were new (first college and first time at GCC), and 1,496 were returning students (return transfers and returning after several semesters).

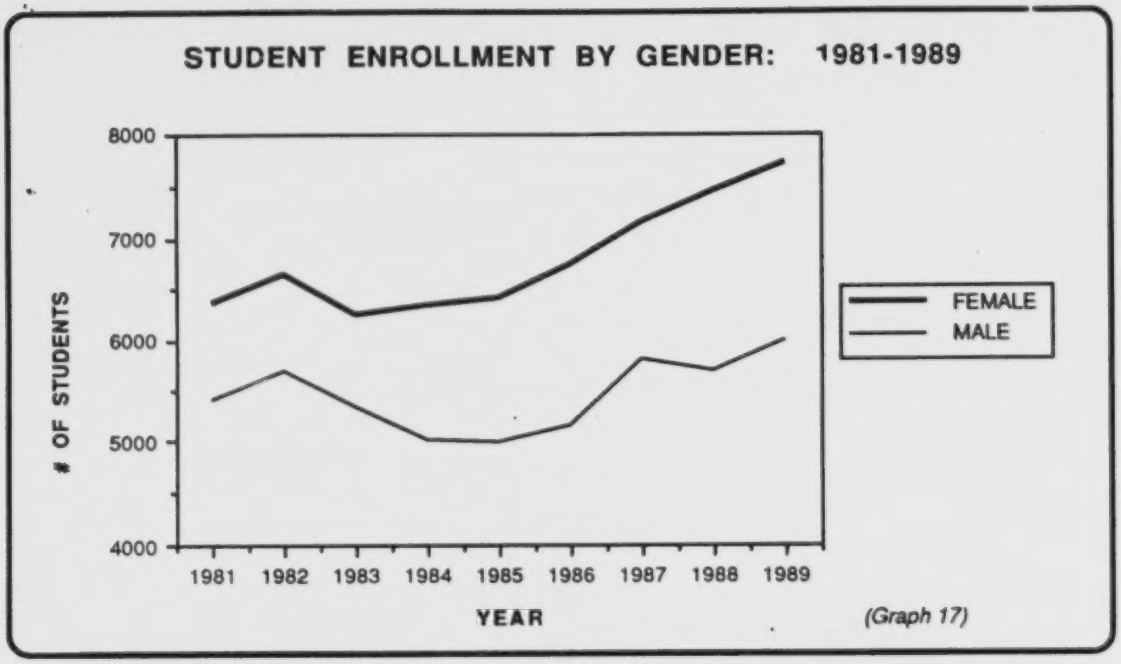


(Graph 15)

Several trends show up in the age distribution of students on campus. Enrollment of the oldest category of students, 51 and over, has slowly declined throughout the decade from 817 in 1981 to 684 in 1989. All other groups reached their highest enrollments in 1989. The under 20 and the 31 to 50 age groups have, however, been the most volatile. The 20 to 25 and 26 to 30 year old groups have grown steadily since their low point in fall 1984.

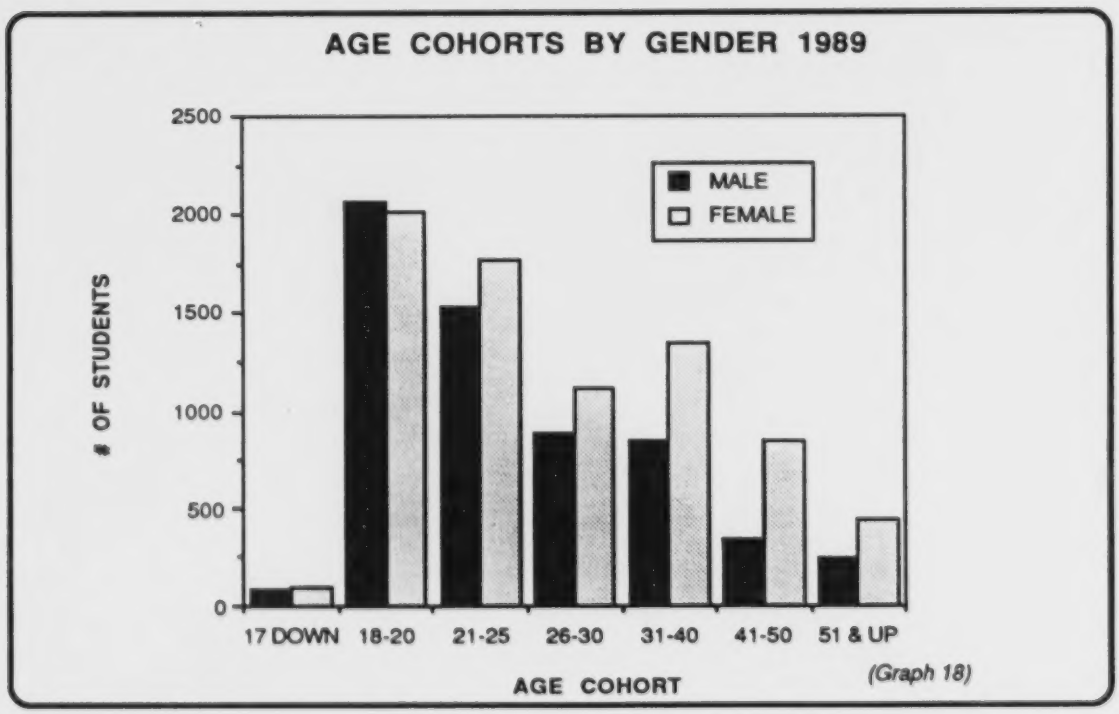


(Graph 16)

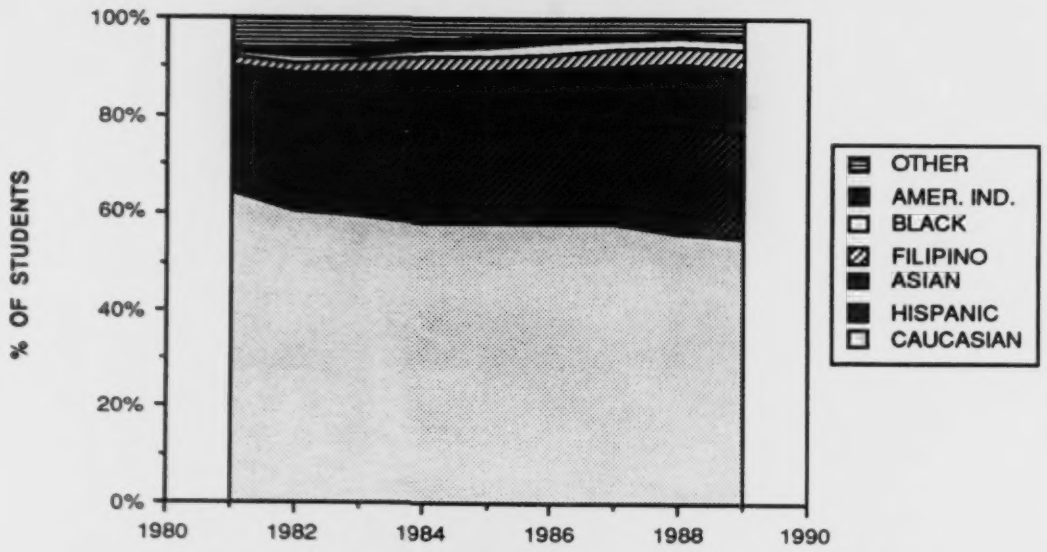


The total number of women students reached a high of 7,722 as men also set a high enrollment mark of 5,978 in fall of 1989. As the chart above indicates, attendance by males has been less consistent over time.

The graph below reflects the current gender distribution of students by age: Men and women are equal in numbers under 21, but women are predominate in all categories over 21. It was the rising number of part-time women between the ages of 21 and 50 which drove much of the enrollment growth in the late 80's. After dropping in the early 80's, the number of male students between the ages of 18 and 25 began to rise again starting in fall 1985.



STUDENT ENROLLMENT BY ETHNICITY: 1981-1989

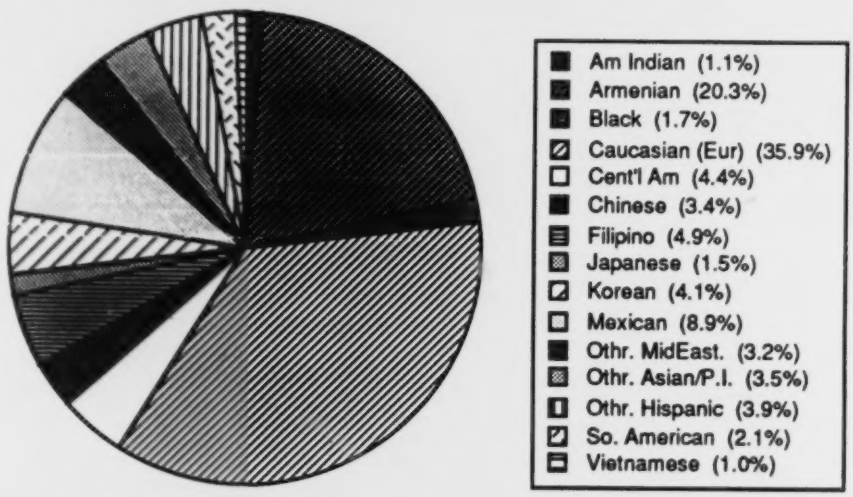


(Graph 19)

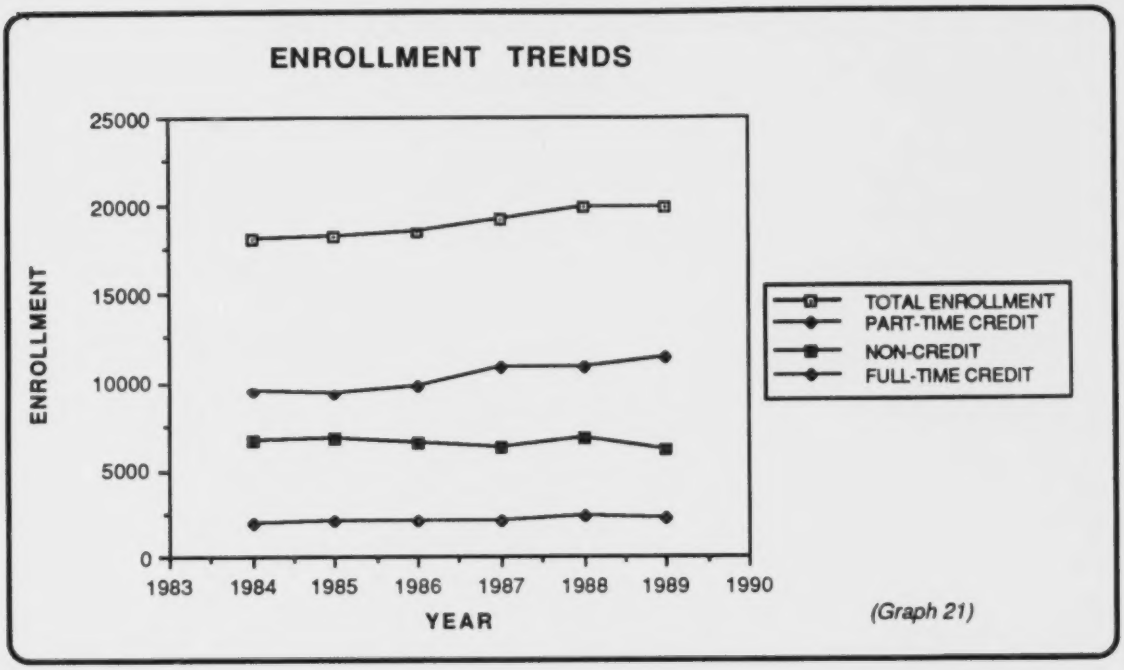
The college has used the "federal seven" ethnicity categories on its application for some time and they are presented in the graph above: For fall 1989 the enrollment was 3.2% Other; 1.1% American Indian; 1.9% Black; 4.4% Filipino; 12.6% Asian; 21.8% Hispanic; and 55.1% Caucasian.

Responding to the statewide MIS project, the college will introduce a new application with a larger number of ethnic categories in Spring 1991. The graph below is from the most recent *Spring Student Survey* and is a better reflection of the ethnic diversity represented among Glendale's students.

STUDENT ENROLLMENT BY ETHNIC BREAKDOWN SPRING 1990



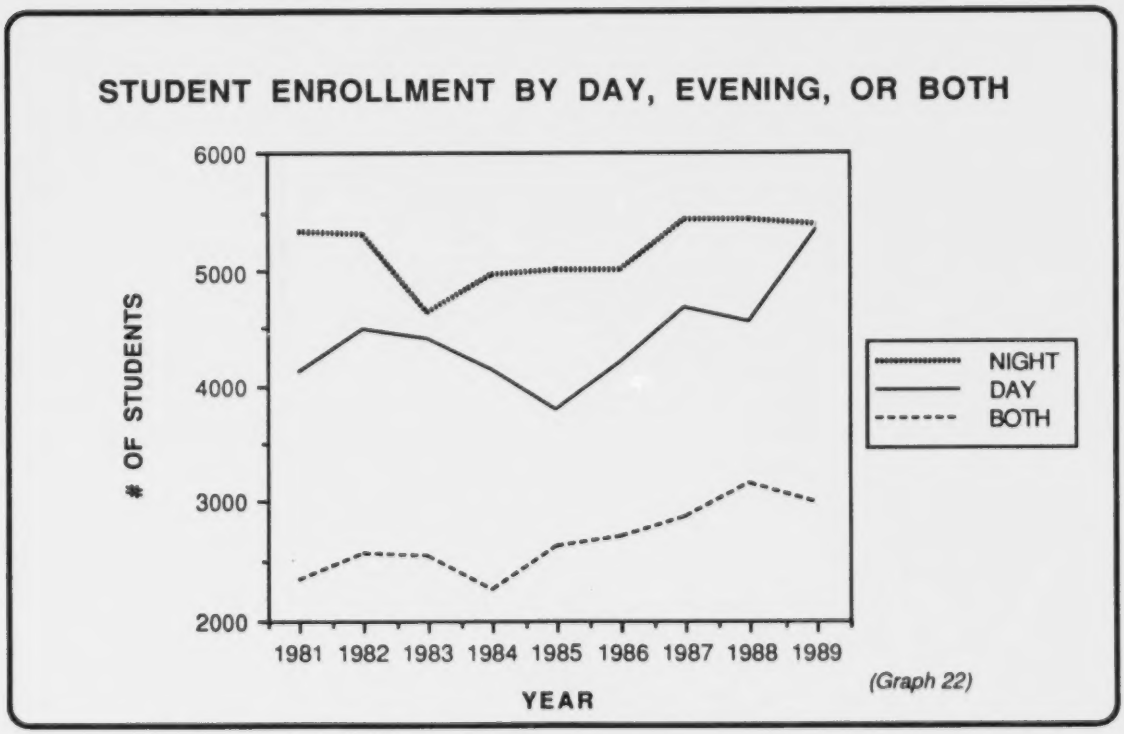
(Graph 20)



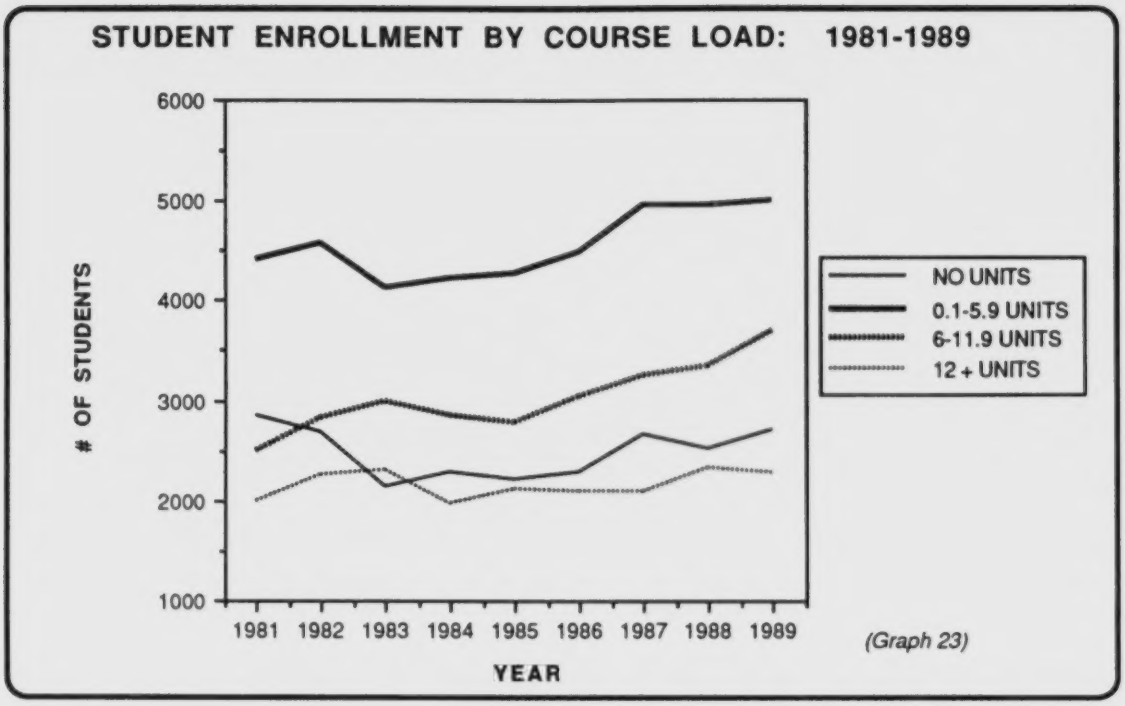
(Graph 21)

While the number of part-time students has grown markedly, the number of students completing 12 or more units -- full-time in the graph above -- has been remarkably stable over the decade. In fall 1989, 2,277 students completed a full-time load while 11,432 completed less than 12 units; 7,763 students enrolled in non-credit programs.

Competition for limited course offerings has altered the traditional characteristics of day and night student; a growing share of students are taking both day and evening classes and day classes. 2,990 individuals had day and night courses in fall 1989, while 5,335 had day only and 5,375 had evening only.

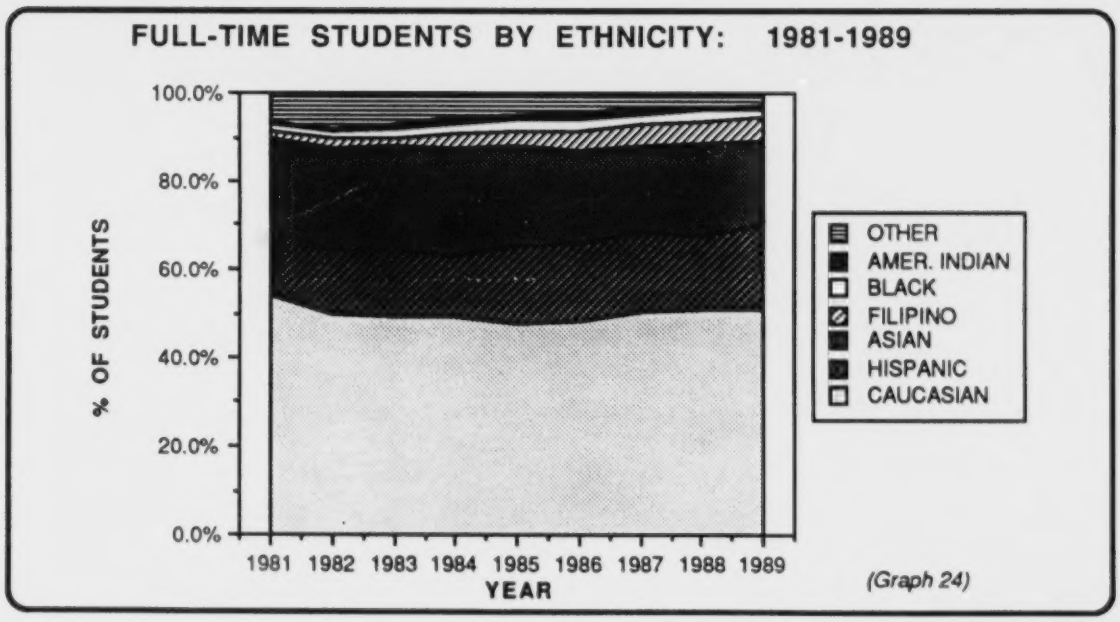


(Graph 22)

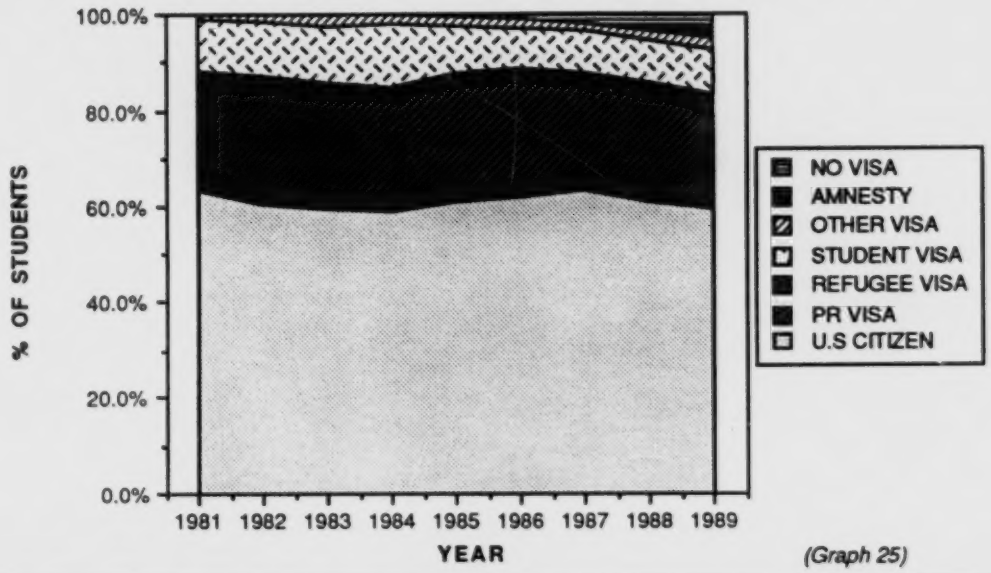


For the fall 1989 semester; 2,704 students completed no units, 5,011 completed under 6 units, 3,708 completed over 6 but under 12 units, and 2,277 completed 12 or more units. Interestingly, the growth in those part-time students taking 6 to 11.9 units has been particularly rapid.

The graph below shows the ethnic mix of our full-time students during the 80's. In fall 1989 the ethnic mix of full-time students was as follows: 2.9% Other; .8% American Indian; 1.9% Black; 5.1% Filipino; 18.9% Asian; 19.6% Hispanic; and 50.8% Caucasian. Of note: 1) Both the number and percent of Hispanic and Filipino full-time students has risen steadily during the 80's; and 2) Asians are more likely to be full-time students than any other ethnic group -- while representing 12.6% of overall student enrollment, Asians make up 18.9% of the full-time students.



FULL-TIME STUDENTS BY VISA STATUS: 1981-1989

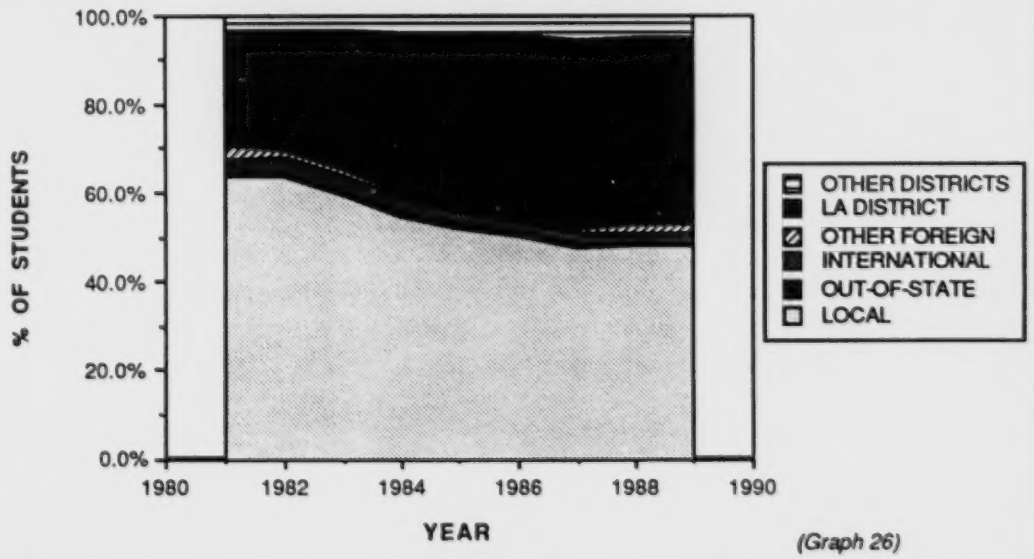


(Graph 25)

The Visa/citizenship mix of full-time students also reflects the mix of student enrollment. For 1989, 59.5% were US citizens; 3.0% had no Visa; 2.1% were Amnesty claimants; 2.4% had "other" Visas; 9.0% had student Visas; 4.6% were on Refugee Visas; and 19.4% had permanent resident status.

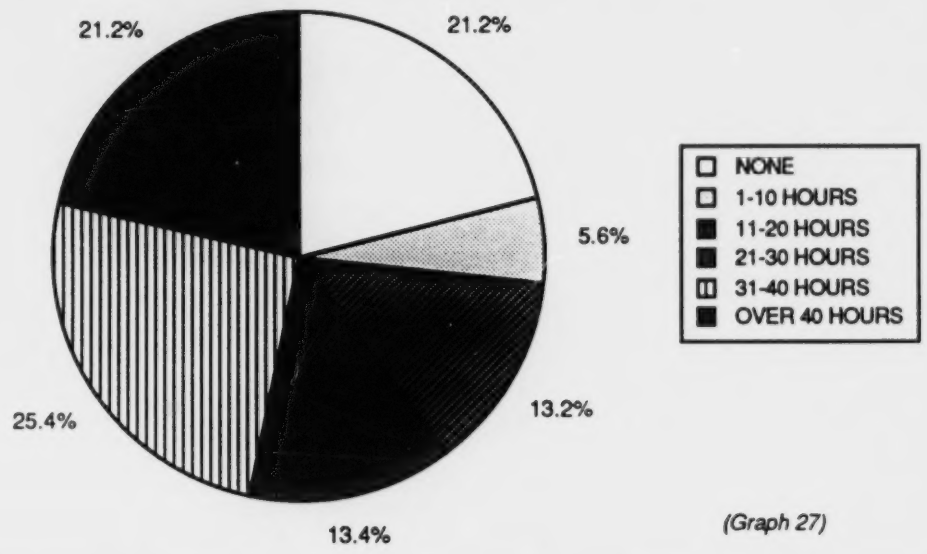
The residency area of students has shifted during the last ten years to a larger proportion of students from outside the district boundaries. This trend clearly reflects the major impact of the freeflow decision made by the Los Angeles district and subsequent legislation. For 1989, 6,604 were local residents, 109 were from out-of-state, 288 were international students, 302 were other foreign students, 5,658 lived in the Los Angeles district, and 739 came from other districts.

STUDENT ENROLLMENT BY DISTRICT STATUS: 1981-1989



(Graph 26)

NUMBER OF HOURS WORKED BY STUDENTS: SPRING 1988

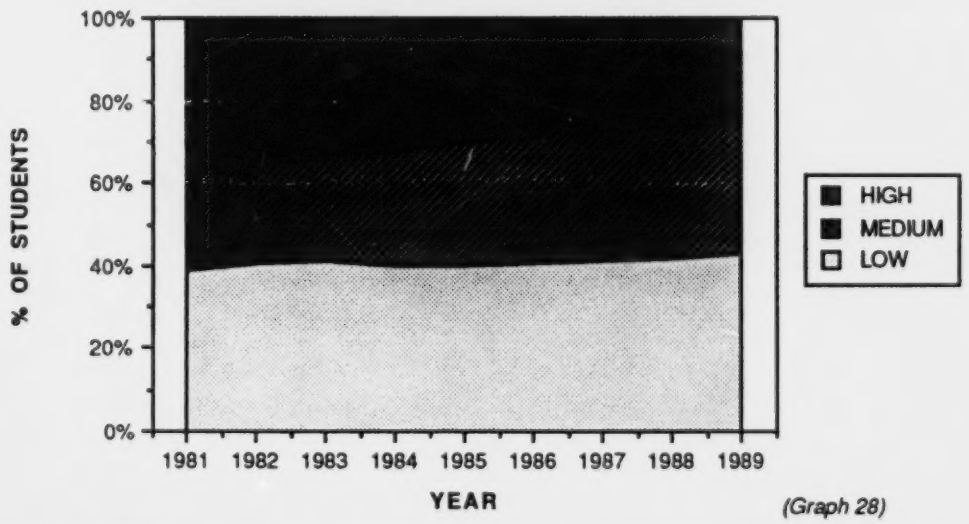


(Graph 27)

The number of hours worked by students was taken from the most recent *Spring Student Survey*. Sixty percent of all students surveyed worked 21 or more hours a week.

The accountability model requests a review of the "enrollment by zip code aggregated by income," which is attempted with the graph below. Approximately 85 percent of our students live in 33 zip codes surrounding the college to the north, south, and east of the campus. Based on the per capita income level found in the 1980 census, these zip codes were divided into "low", "medium", and "high" income ranges for the overall geographical area. The graph below plots the percentage of students coming from the three subgroups over time. It is estimated, based on privately developed marketing information, that the current per capita ranges represented by these divisions are: Low -- under $14,000, medium -- between $14,000 and $18,000, and high -- over $18,000.

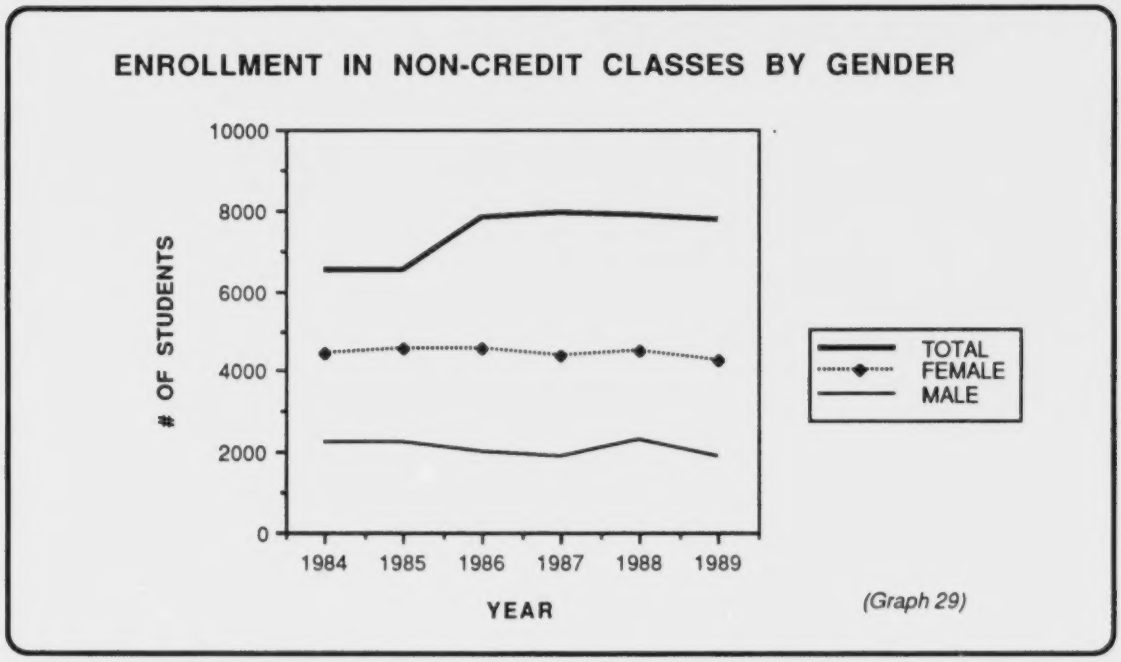
ENROLLMENT BY NEIGHBORHOOD INCOME LEVEL



(Graph 28)

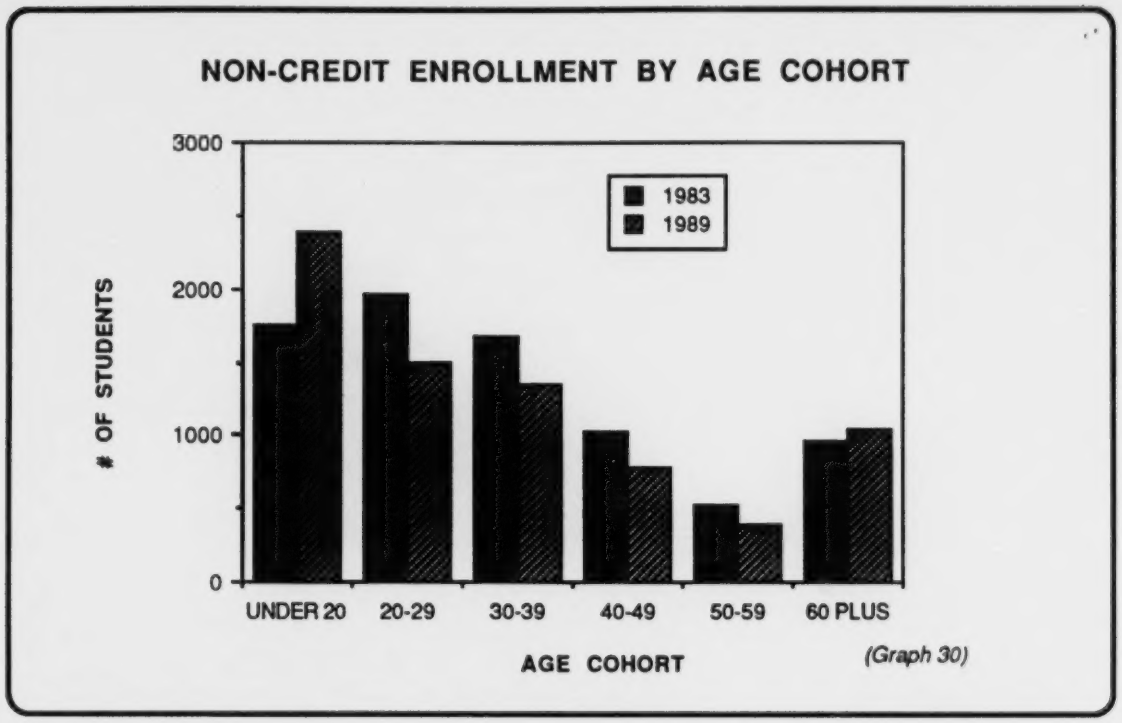
1b) Enrollment Statistics -- Non-Credit Programs

The data demands made on non-credit enrollment programs have been far different than those made on credit programs. Consequently, in comparison to credit data, the quality of our non-credit enrollment data over the past decade is poor. The discrepancies are being addressed with both new forms for the collection of student enrollment data and new procedures to improve the accuracy of data collected. In general, for any particular variable, 25% of the non-credit student data files have missing or invalid information. The presentation of the following graphs is thus based on available information with extrapolation for missing or invalid responses unless otherwise indicated. There is one exception to the problem of missing data, being that 95% of the students did have an age indicated. Using available information and our best estimates as needed, the information on this and the next two pages presents a reasonably accurate picture of our non-credit student population.

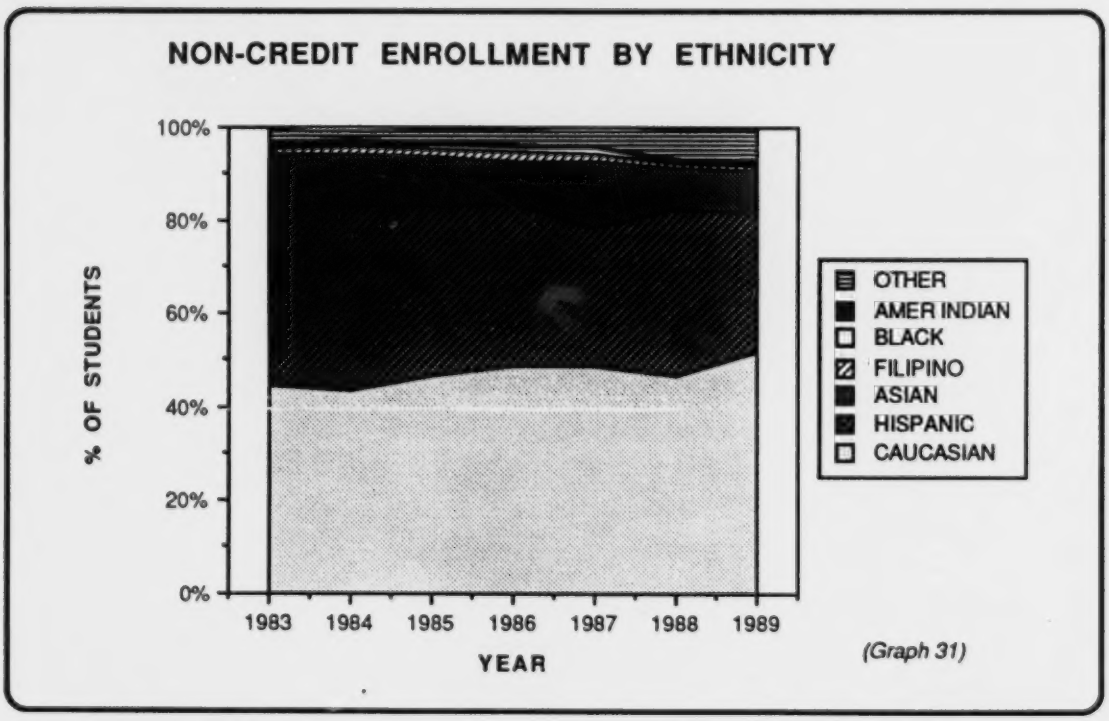


(Graph 29)

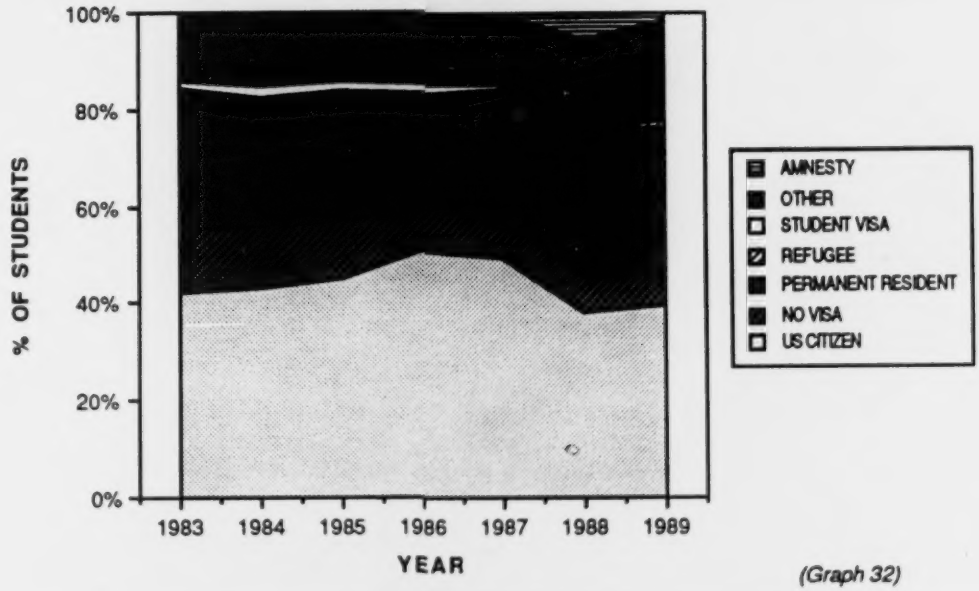
7,763 students enrolled in non-credit programs for fall of 1989, however, only 1,903 were classified as male, and 4,269 as female as reflected above. If the relationship of the numbers is accurate, it means that 30% of all students are male and 70% are female.



The age distribution of our non-credit students has seen growth in the numbers of students under 20 and over 60 years of age during the 1980's as shown above. The ethnic distribution of non-credit students from 1983 to 1989 is shown below. For fall 1989, the percentages were as follows: .4% American Indian; 9.0% Asian; .7% Black; 52.3% Caucasian; 29.3% Hispanic; 1.3% Filipino; and 7.1% Other.



NON-CREDIT STUDENT ENROLMMENT BY TYPE OF VISA

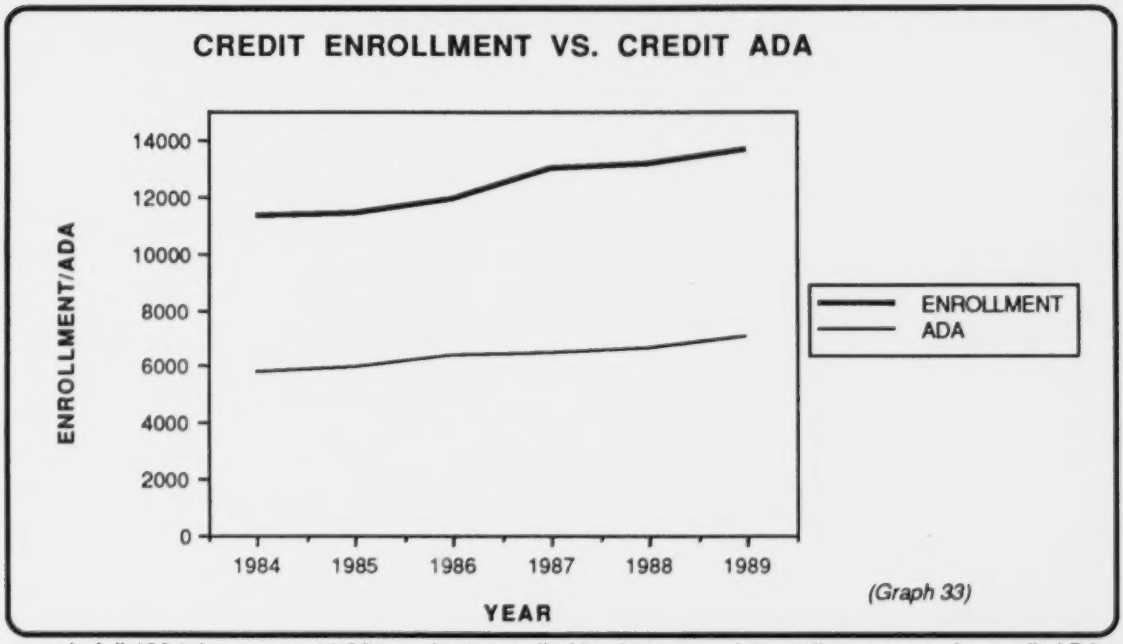


(Graph 32)

The students enrolled in non-credit classes reflect the access of immigrants to education and English language training: 39.9% were citizens; 30.7% have permanent resident status; 6.1% had no Visa; 1.3% were Amnesty claimants, 20.1% had Other Visas; and the rest were scattered between Parolee and Student Visas.

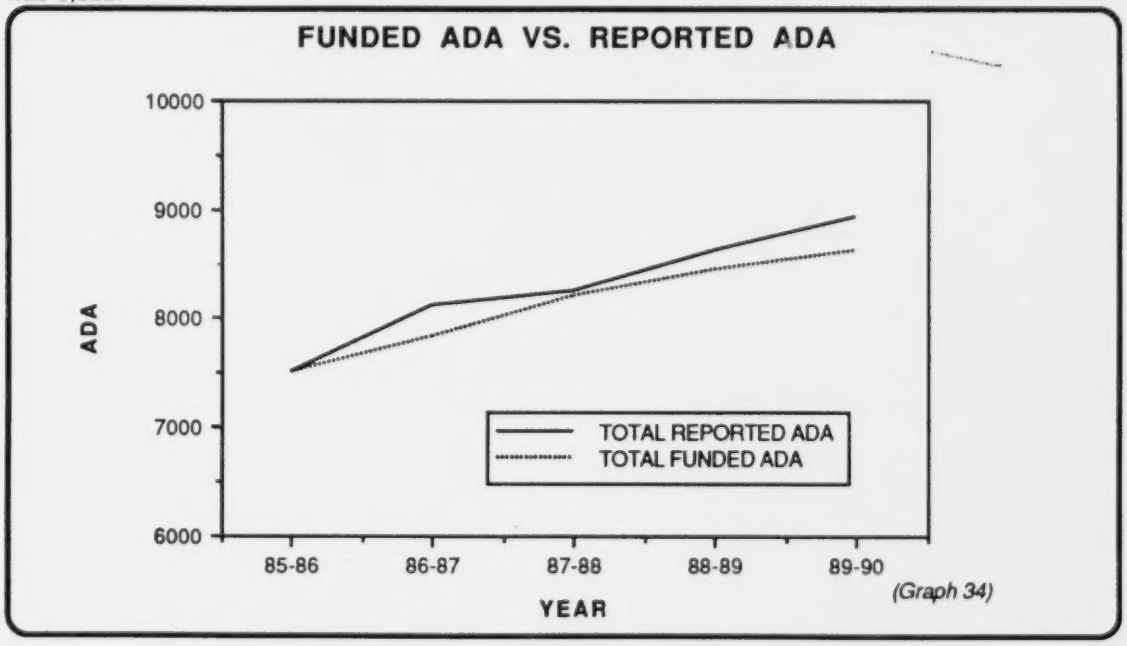
1c) Enrollment, CAP, and ADA

The college is below the statewide average for reimbursement per ADA and has worked carefully to keep total ADA generated close to our state mandated CAP. It appears likely that keeping within the CAP limitation has prevented some students from enrolling at the college and has prevented other students from enrolling in as many units as they would have wished.



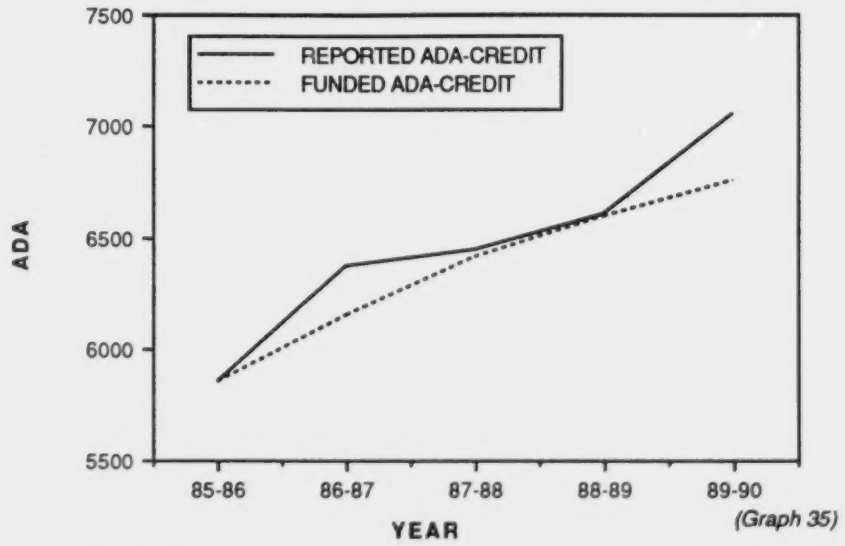
(Graph 33)

In fall 1984 there were 11,331 students enrolled in classes, and the college reported a credit ADA of 5,795 for fiscal year 1984-85. By fall 1989 there were 13,700 students; the reported credit ADA was 7,057 in fiscal year 1989-90. While credit enrollments grew by 20.9% during the five-year period, our credit ADA grew by 21.8%. As reflected below, in fiscal year 1985-86 both the reported and funded total ADA for the college were 7,505. By fiscal year 1989-90, reported total ADA was 8,925 while funded ADA was 8,622.



(Graph 34)

CREDIT PROGRAM: REPORTED ADA VS. FUNDED ADA

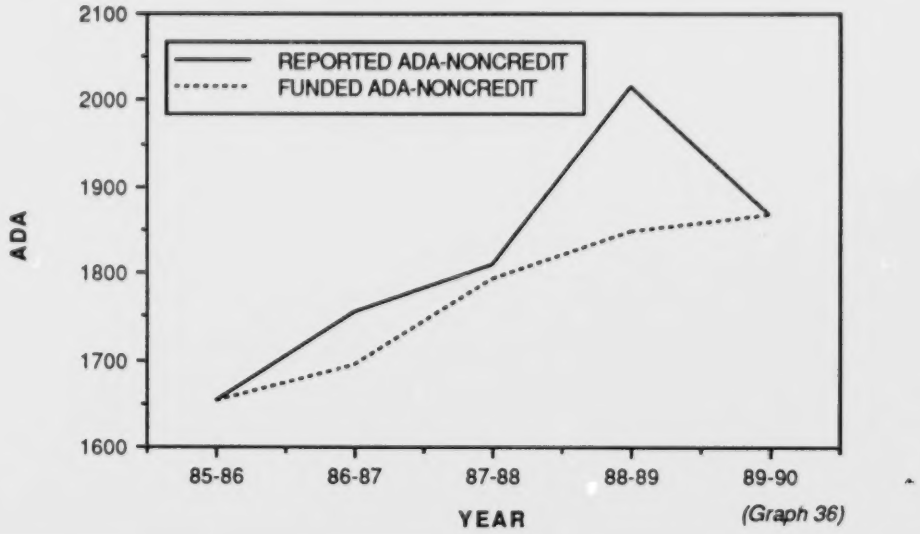


(Graph 35)

In fiscal year 1985-86, both the reported and funded credit ADA were 5,854. In fiscal year 1989-90, the reported ADA was 7,058 and the funded ADA was 6,754.

For the non-credit program, both the reported and funded ADA were 1,651 in fiscal year 1985-86; in fiscal year 1989-90, the funded and reported non-credit ADA were 1,867.

NON-CREDIT PROGRAM: FUNDED ADA VS REPORTED ADA

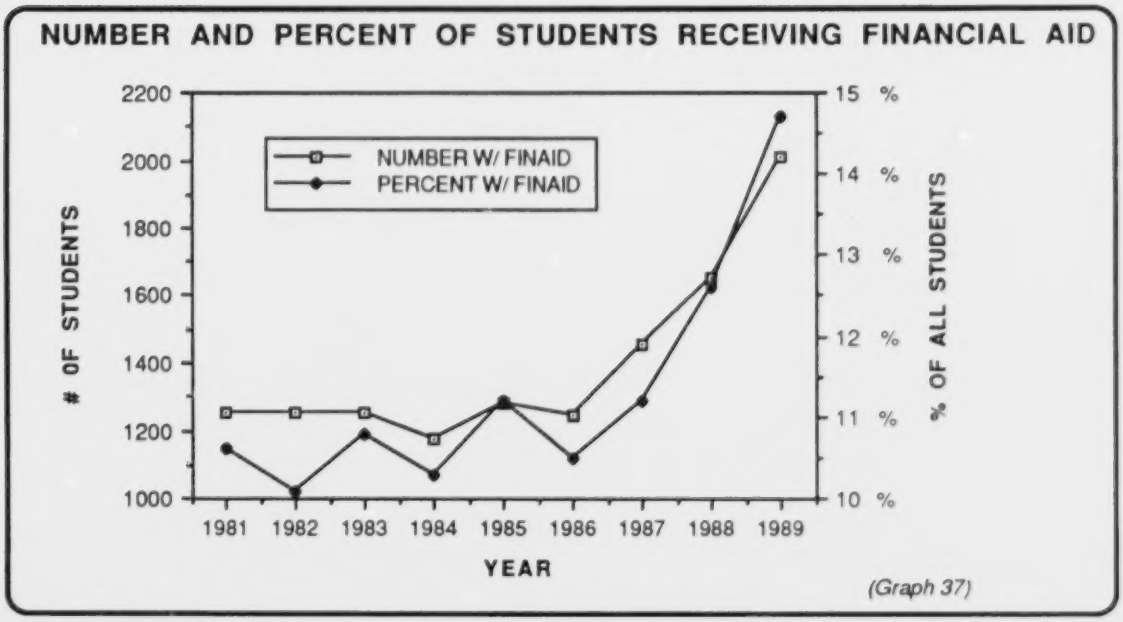


(Graph 36)

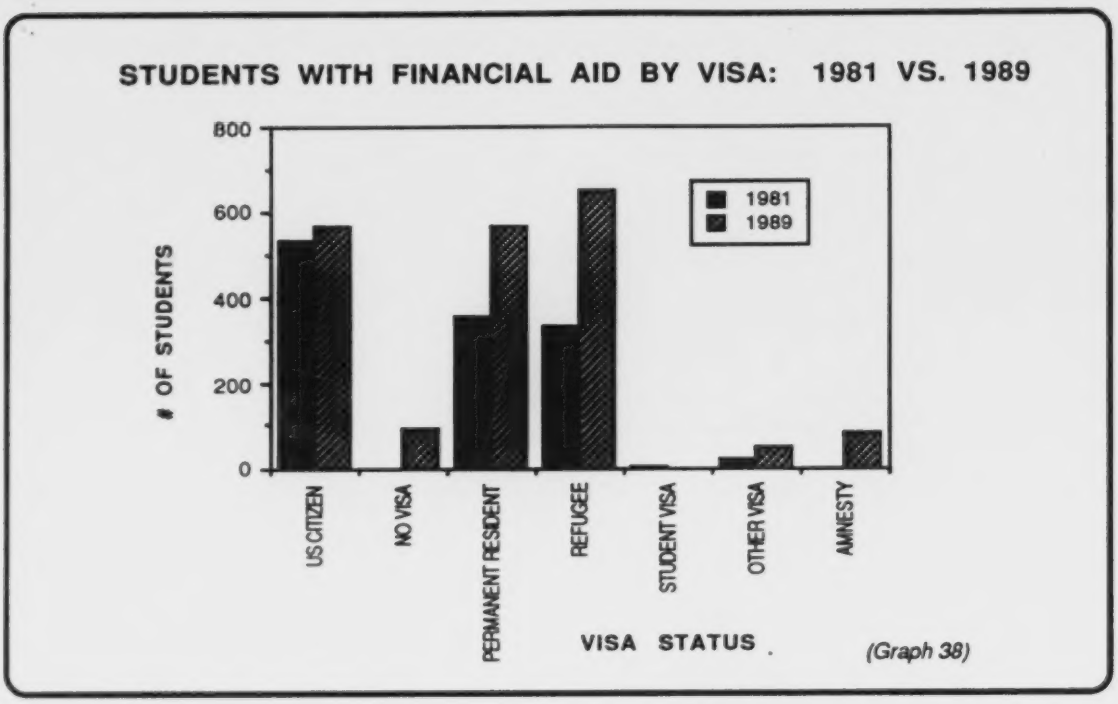
2) Access Programs

2a) Financial Aid

The college has managed to provide some assistance to ever greater numbers of students. The program has clearly enabled successive waves of immigrants to access postsecondary education; however, a rapidly increasing "unmet need" may threaten that access for all students. Residents of the City of Glendale have been the major beneficiaries of increased financial assistance provided since 1986.

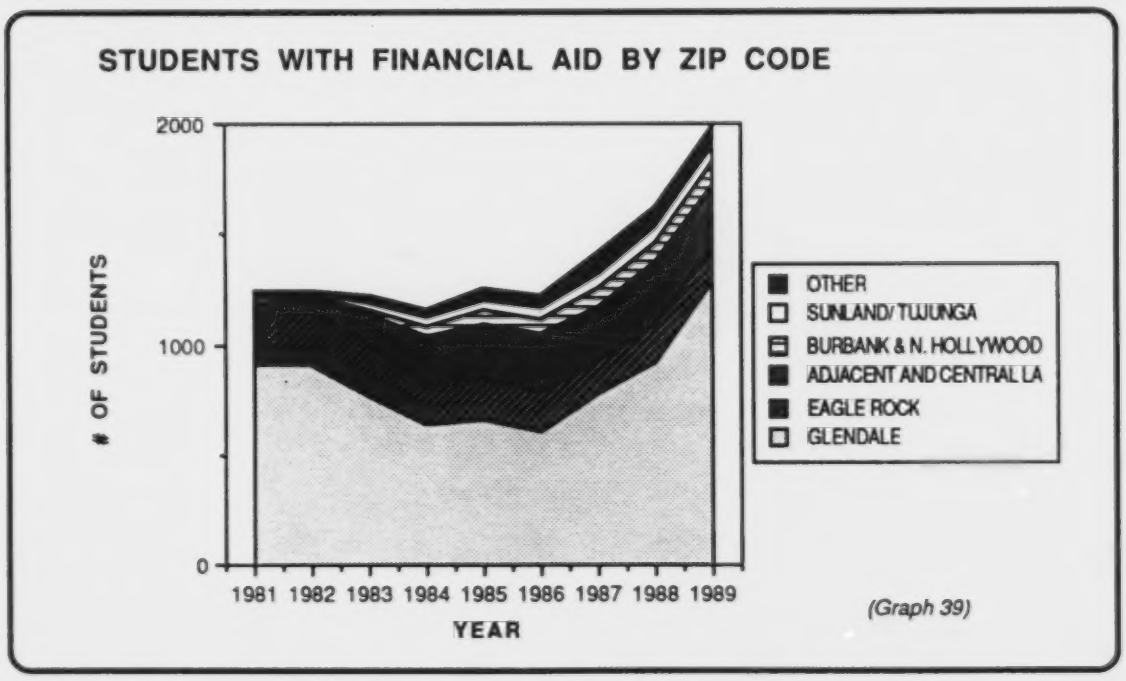


For fall of 1989, 2,011 students -- 14.7% of the total credit enrollment -- received some form of financial assistance through the college.

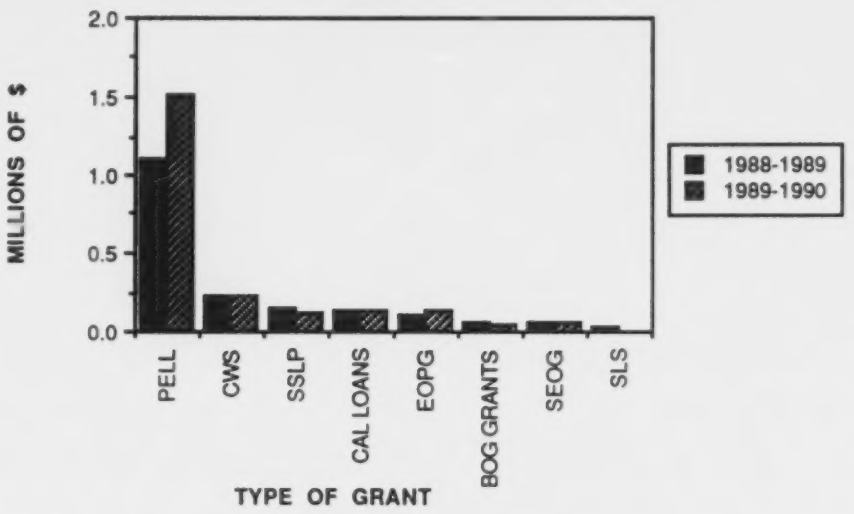


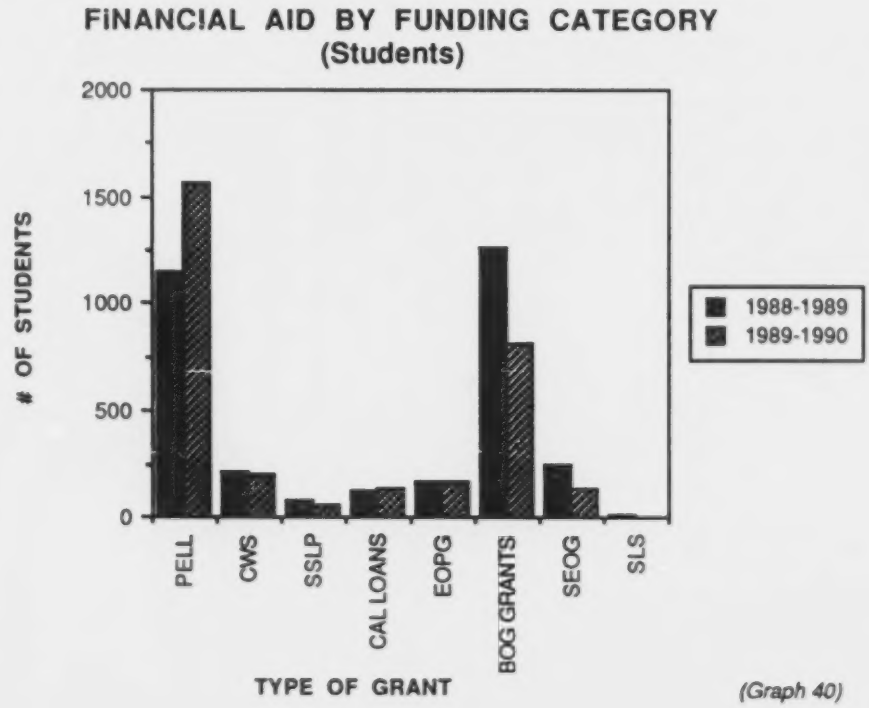
Access to education for the immigrant population was assisted by financial aid awards as evidenced above.

As the graph below shows, by 1989, 64.0% of the students receiving financial aid were from the city of Glendale, 7.9% were from the Eagle Rock/Highland Park/Glassell Park area, 13.7% were from other areas in Los Angeles further to the west and south which we refer to as "adjacent" and "central" Los Angeles, 5.0% were from Burbank and North Hollywood, 4.2% were from Sunland/Tujunga/Sun Valley, and 5.2% were from other areas.



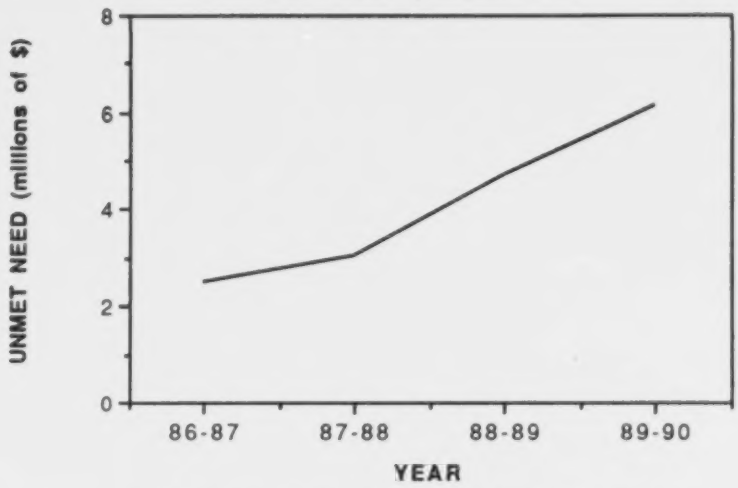
The following graphs give an idea of the source and amount of financial aid provided to students, as well as the growing unmet need (next page) faced by our students. This unmet need -- based on all living costs -- was $6,000,000 in 1989-90.





(Graph 40)

FINANCIAL AID: UNMET NEED BY FISCAL YEAR* (IN MILLIONS OF $)

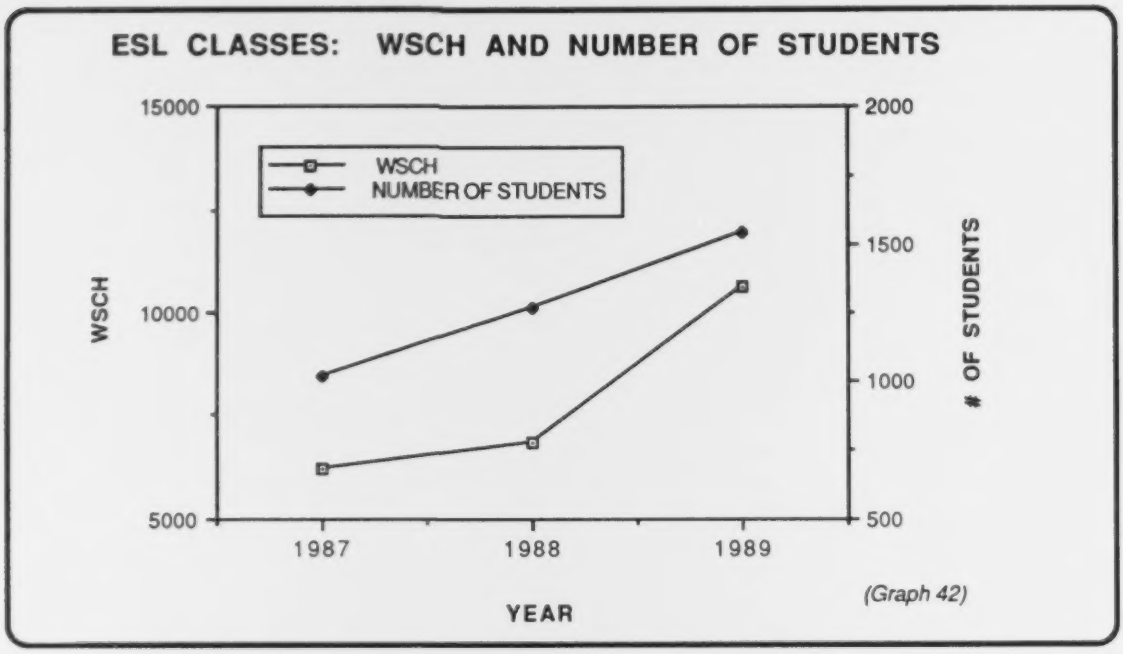


*It is important to note that as the number of students served increases so will the umet need becasue almost all students have unmet financial needs.

(Graph 41)

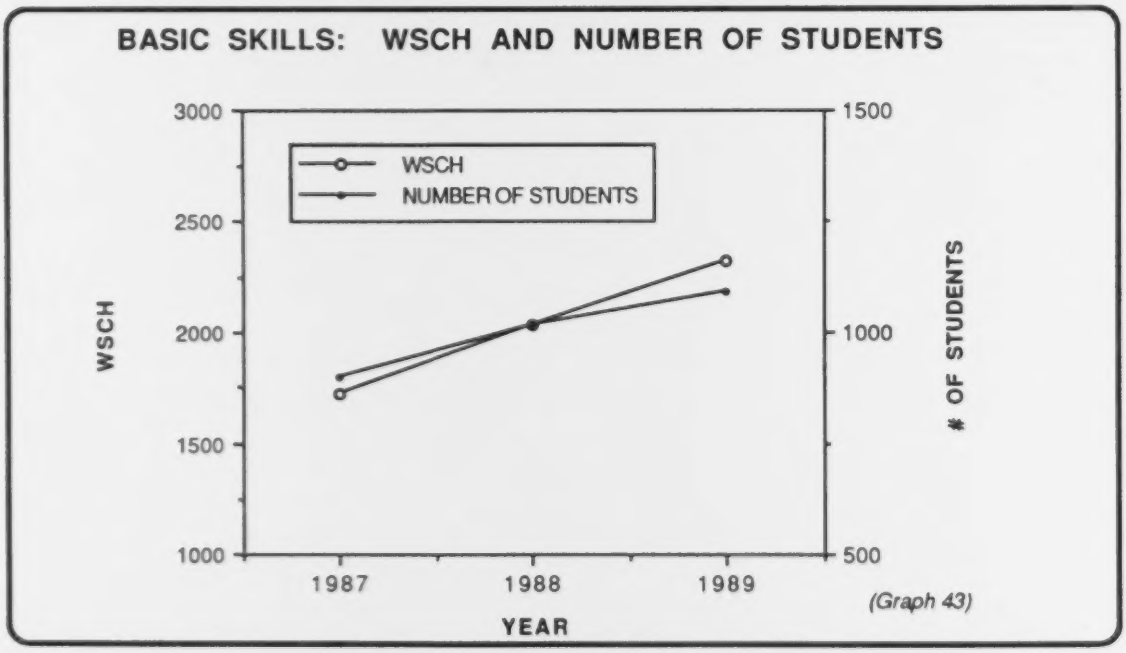
2b) ESL & Basic Skill Course Offerings

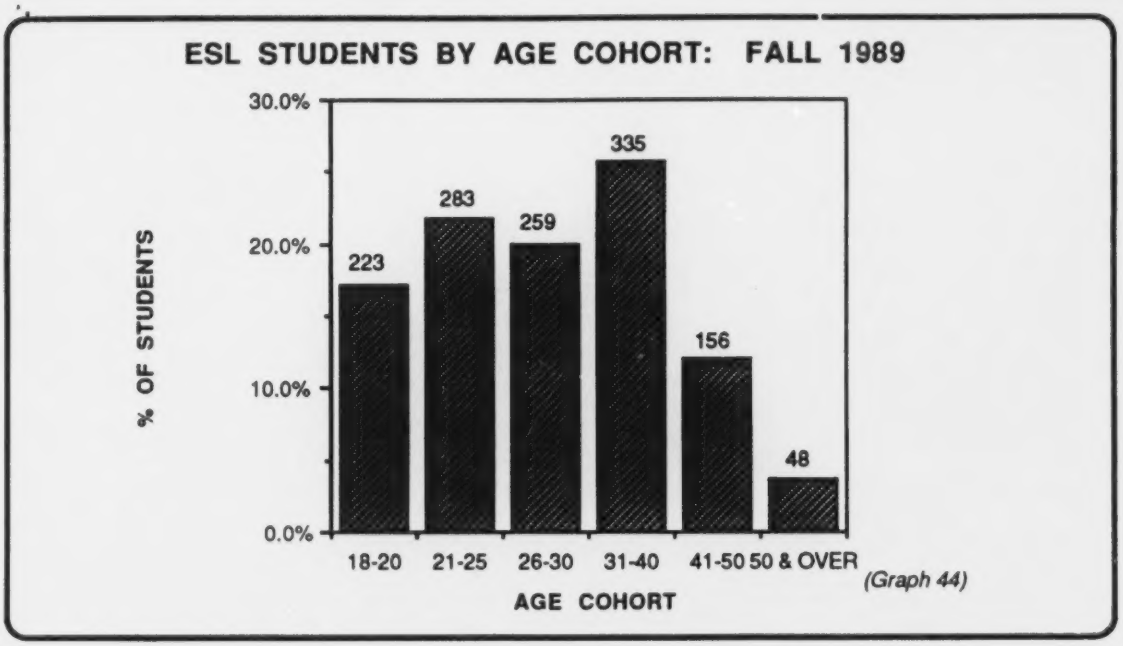
A key element in the access to education is the preparation of adults to benefit from college curriculum. The accountability model calls for a review of both ESL and Basic Skills programs. The following describe aspects of each program.



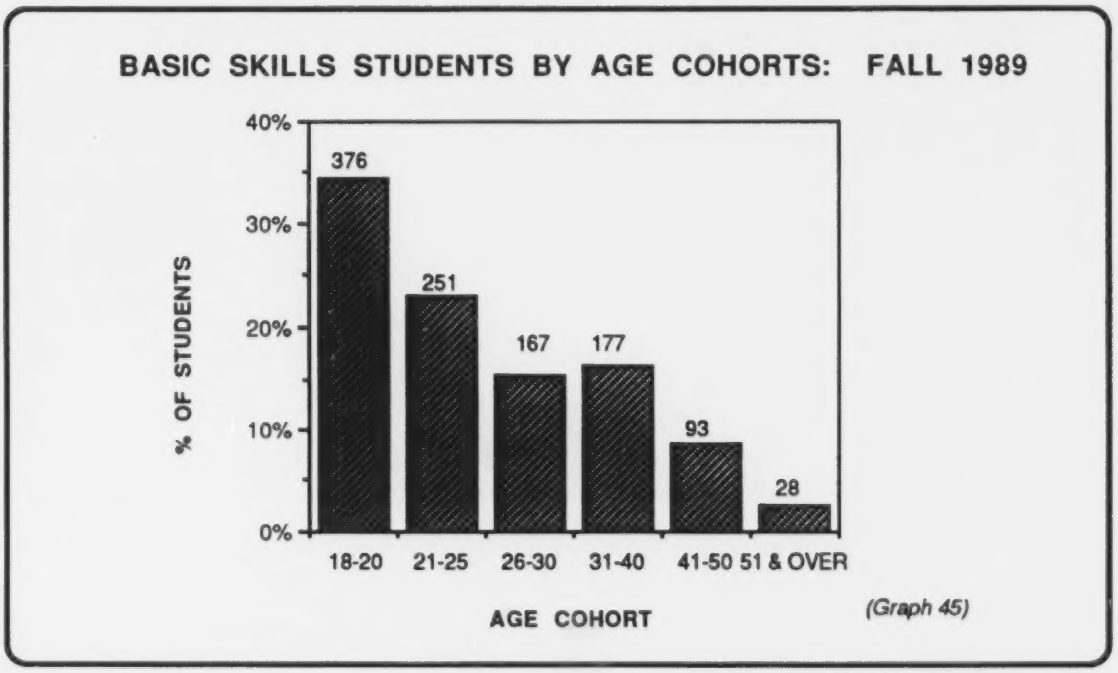
1,538 students enrolled in ESL courses in the fall of 1989; 15% of them completed 12 or more units. ESL courses generated 10,616 weekly student contact hours (WSCH).

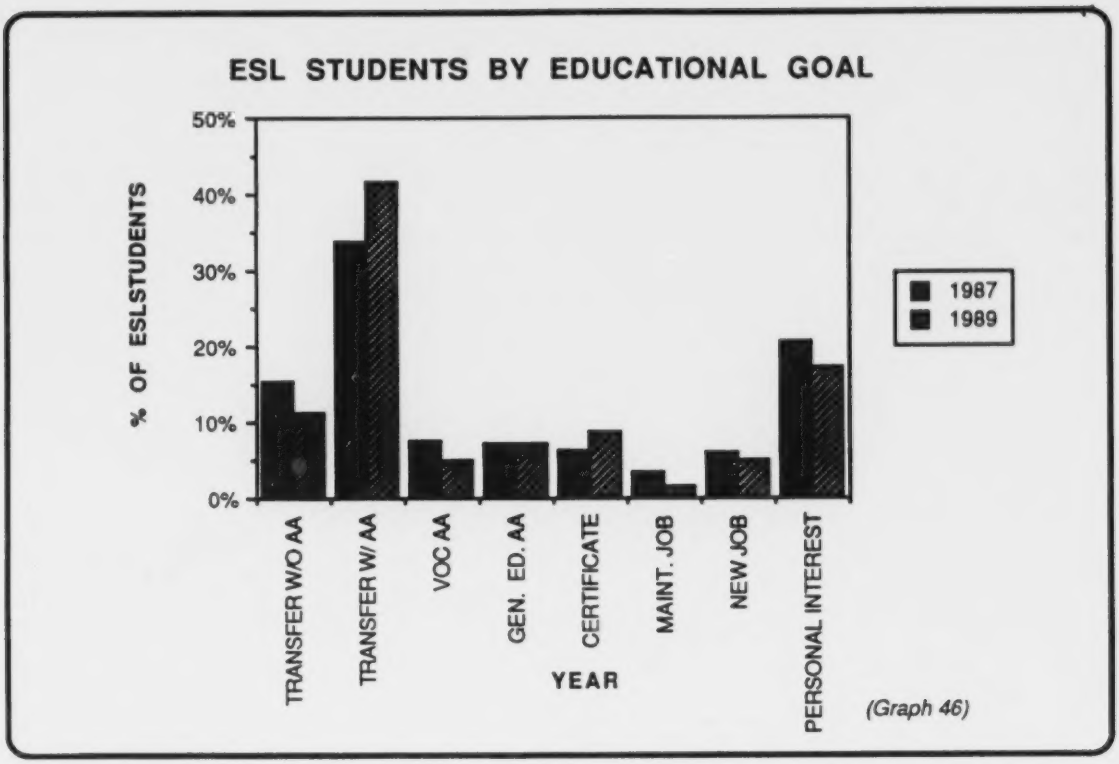
1,092 individuals enrolled in various basic skills courses for fall of 1989; 17% of these students completed 12 or more units. Basic skills classes generated 2,327 weekly student contact hours (WSCH).





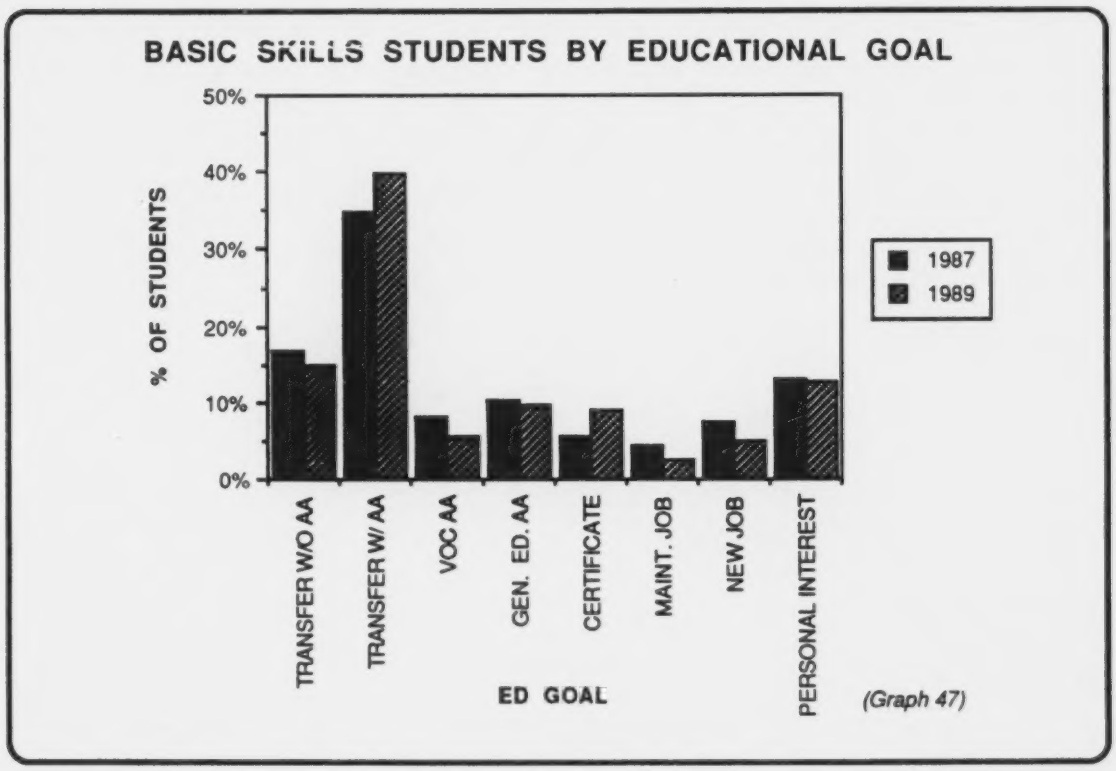
The students enrolled in Basic Skills courses are younger than those enrolled in the ESL program as evidenced by the age distributions of the two groups on these graphs. In fact, ESL students tend to be older than the student population as a whole.



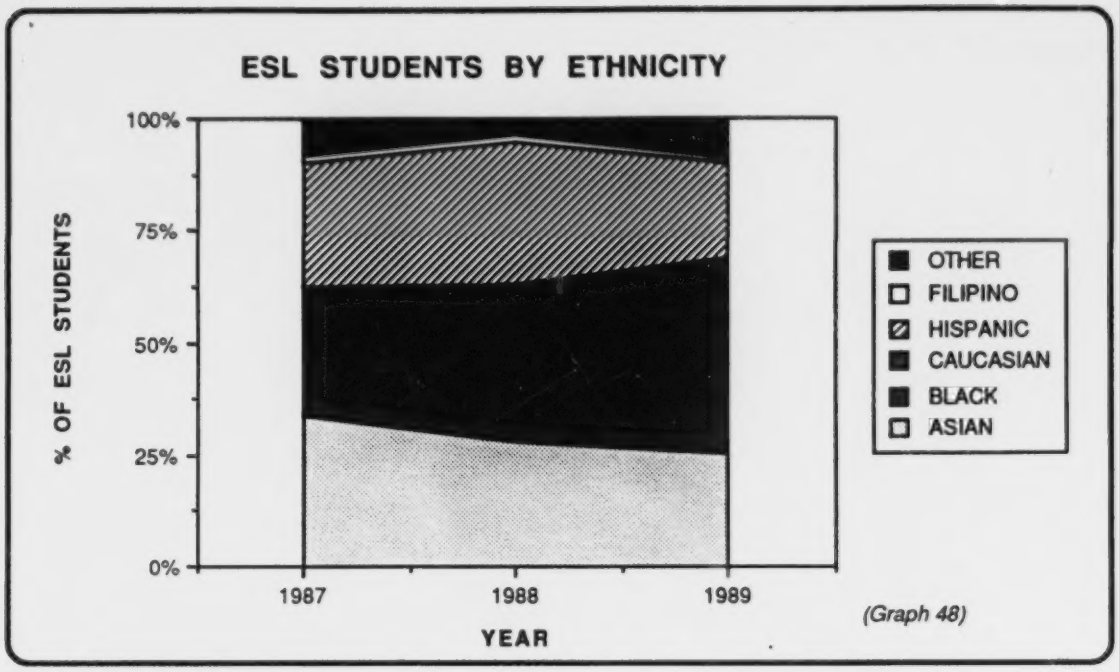


(Graph 46)

A majority of both the ESL and Basic Skills students indicate an interest in transfer programs.

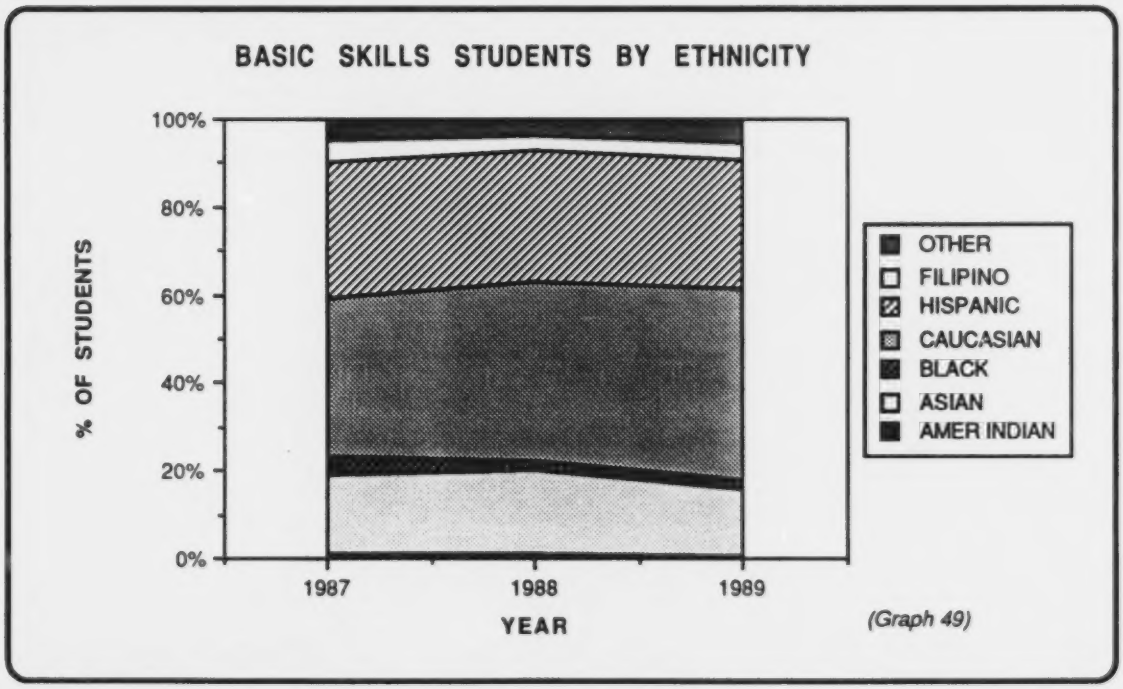


(Graph 47)



(Graph 48)

Students enrolled in the ESL and Basic Skills classes during the fall 1989 semester were about 60% women and 43% Caucasian. Among ESL students, 25% were Asian and 21% were Hispanic. Among Basic Skills students, 30% were Hispanic and 15% Asian.



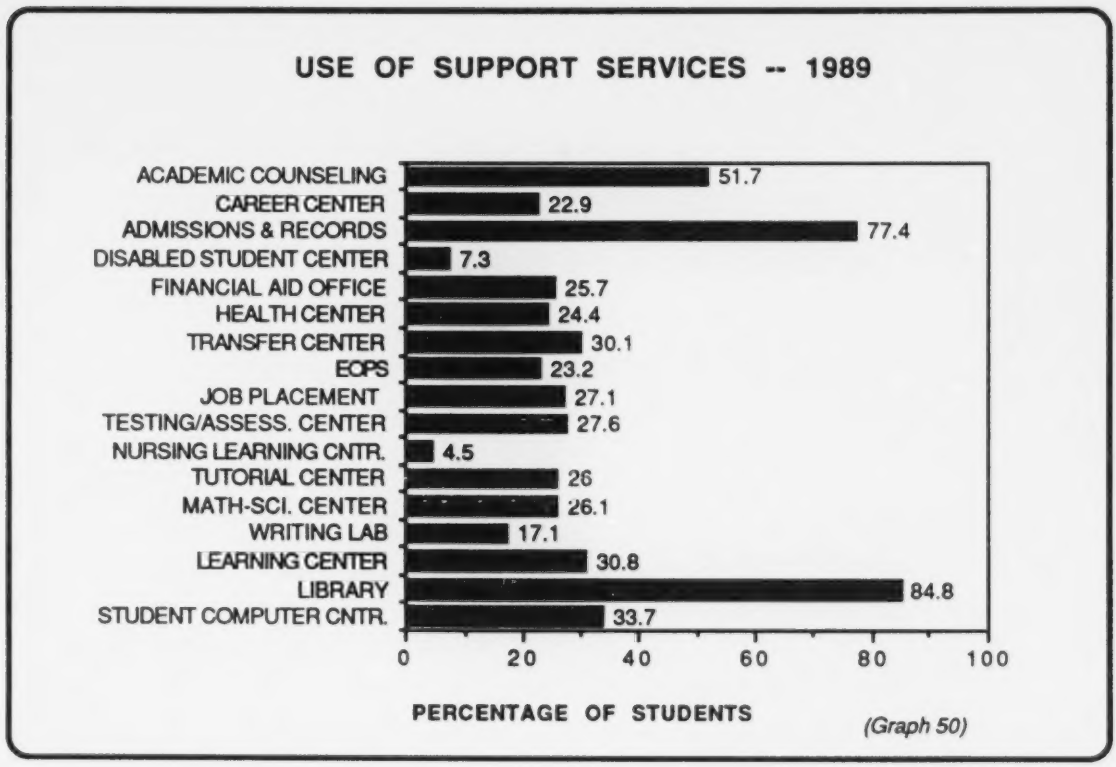
(Graph 49)

2c) Categorical Programs Designed to Increase Student Access

Our EOPS (Extended Opportunity Program and Services) and DSP&S (Disabled Students Program and Services) have shown large increases in the number of persons served.

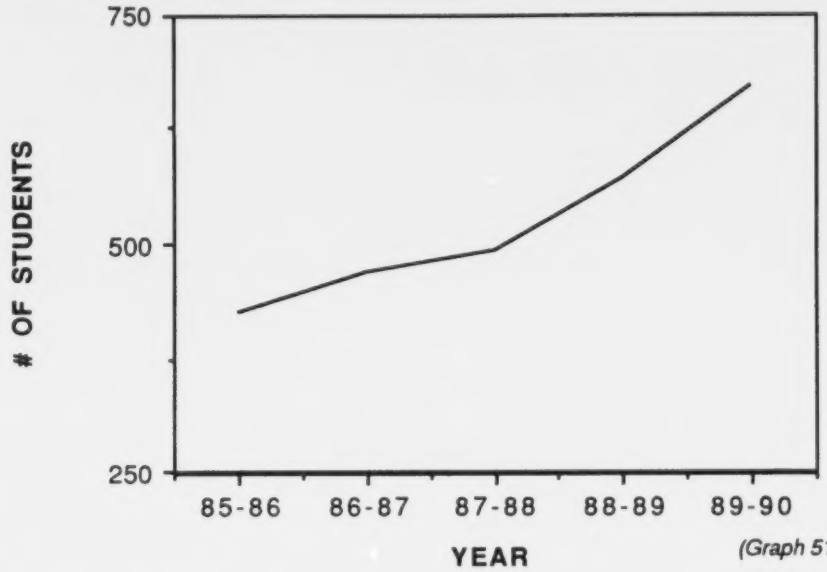
The college has initiated a GAIN program (Greater Avenues for Independence) through the non-credit division. 108 individuals were assisted in the academic year 1989-90.

Matriculation services have reached more students each year with implementation as documented in Paths to Success, Volume II: STUDENT SATISFACTION WITH SUPPORT SERVICES. We have included information on the use of support services from the 1989 *Spring Student Survey*.



(Graph 50)

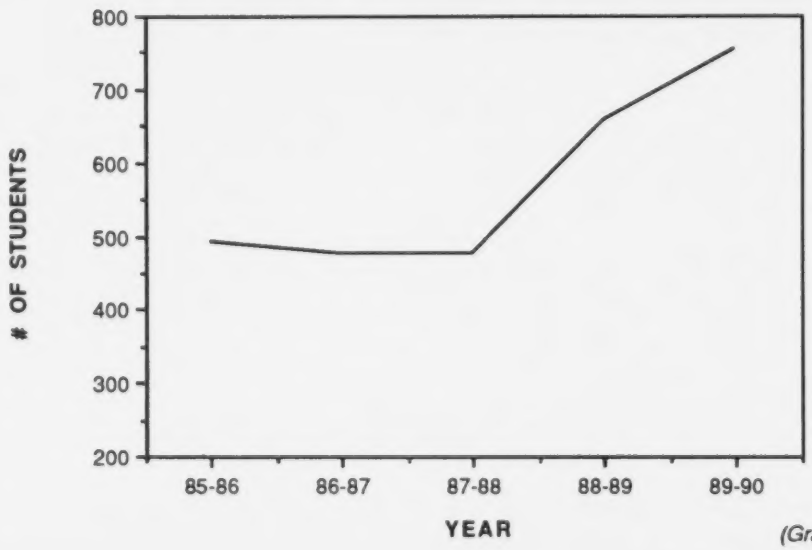
DISABLED STUDENT SERVICES: STUDENTS SERVED



(Graph 51)

The Disabled Students unit has served more students each year since 1985-86. At the same time, the EOPS unit has increased the number of full-time, categorical students recruited each year.

EOPS: FULL-TIME CATEGORICAL STUDENTS SERVED



(Graph 52)

2d) Articulation

The model accountability system refers to WASC Accreditation Standard 2C as the qualitative indicator for articulation. The college currently has articulation agreements with 24 four-year institutions covering general education, course equivalencies, and specific majors.

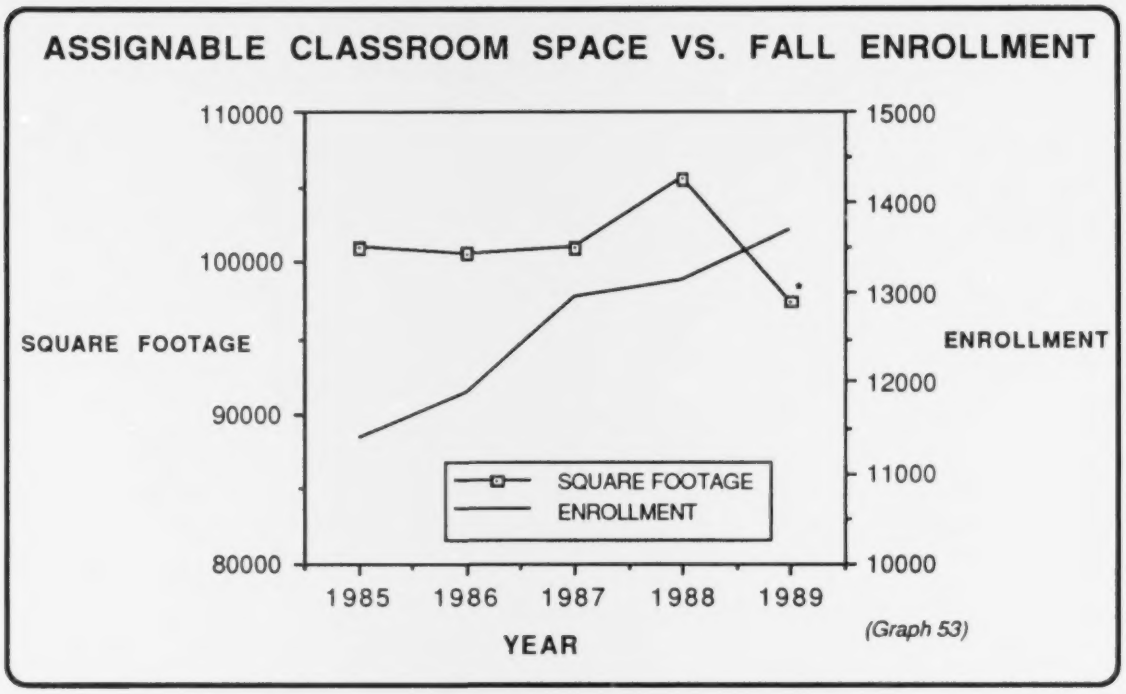
WASC Standard #2C: General Education

"The educational program is designed to give students a substantial and coherent exposure to the major broad domains of higher education. All programs leading to the Associate degree include a major area and a general education component." (p. 17)

3) Physical Facilities

3a) Dollars for Disabled Student Access

The current accountability model system asks only for dollars spent on improvements for disabled student access versus amount needed, which we cannot estimate at this time. We have included what we feel is one of the more interesting characterizations of space availability at the college. In the year 1988-89, the college had the second lowest square footage per student of all community college districts in the state -- slightly over one-half the statewide average. It should also be noted that Campus Views, 1990 provides many comments about the state of college facilities.



*After the addition of the San Rafael building in academic year 1988-89, the Administration Building was taken out of use for rehabilitation.

3b) Qualitative Measures

The model accountability system refers to WASC Accreditation Standard 6 as the qualitative indicator of facilities.

WASC Standard # 6: Physical Resources

"Physical resources, including buildings and equipment used both on and off-campus, are adequate to serve the needs of the institution in relation to its stated purpose and its goals and activities. The physical environment of the institution contributes to an atmosphere for effective learning." (p. 33)

Section III: STUDENT SUCCESS

Section III:

Student Success

The model accountability system states:

"The success of students is the foremost goal of faculty and staff of the California Community Colleges. The concept of student success is complex. Institutional efforts to help students learn are but one side of the equation. Student preparation, motivation, responsibility, involvement, readiness, and effort are also pertinent factors that influence student success. The road to success is a shared journey by colleges and students. Historically, outcome measures of student success have overemphasized the institutional commitment at the expense of social and demographic influences that are not easily dealt with by policymakers, administrators, and faculty.

Elements within this component contain indicators of institutional and student commitment and effort to success." (pp. 8-9)

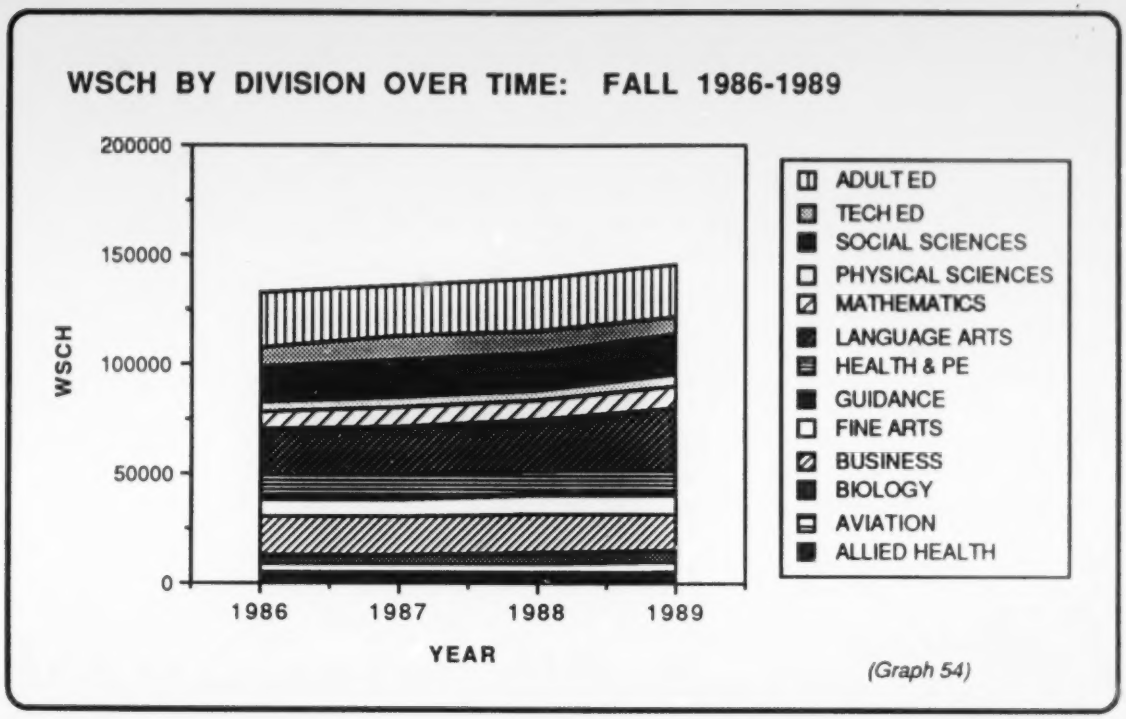
Overview

The college lacks much of the information desired in this section of the model due to the historical lack of longitudinal studies on students. While the institution is undertaking follow-up studies on departing students, all of California's community colleges need the support and cooperation of the University of California, California State University system, private two- and four-year institutions, and the state's K-12 districts to do meaningful longitudinal research. There are many barriers to be overcome during the 1990's for the accountability model system to produce the "value added" analysis desired by educators, the Board of Governors, and the Legislature.

1) Academic Standards

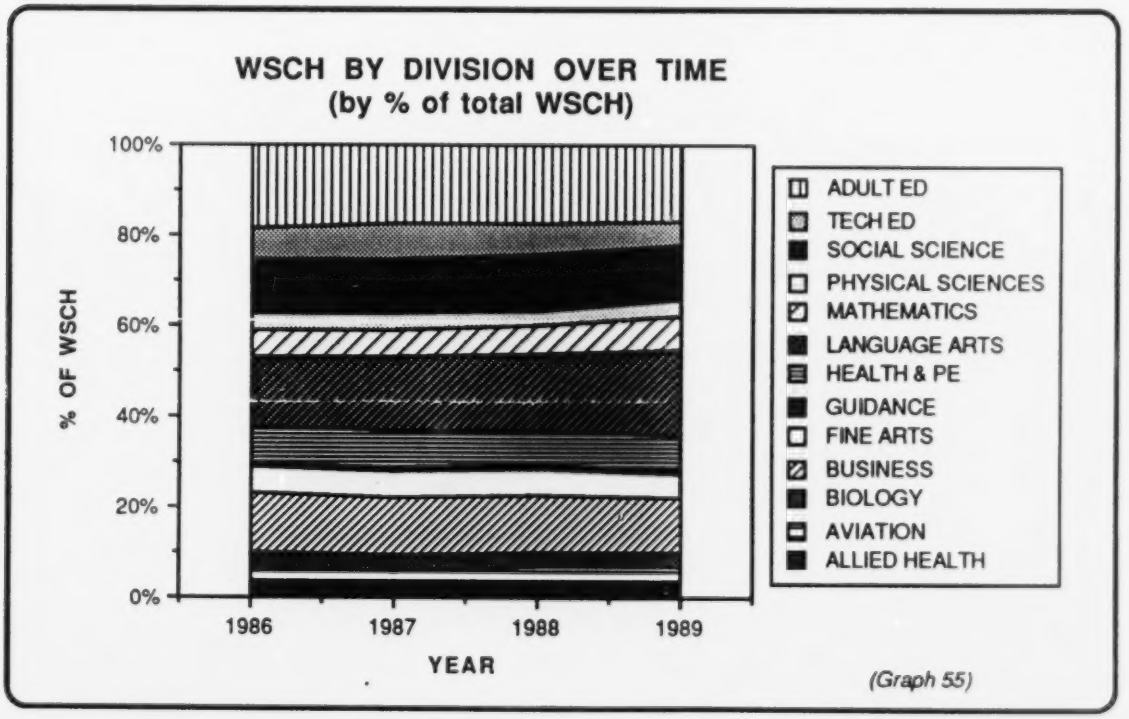
The model asks that academic programs be described and the operation of the campus curriculum committee be reviewed, that counts of courses meeting Title 5 requirements be determined, and generally that qualitative measures of academic standards be documented. Multiple sections of WASC Accreditation Standard 2 (Educational Programs) are cited.

The two graphs on the next page demonstrate the generation of WSCH by Division for the last four years and assist us in reflecting on our instructional operation.



(Graph 54)

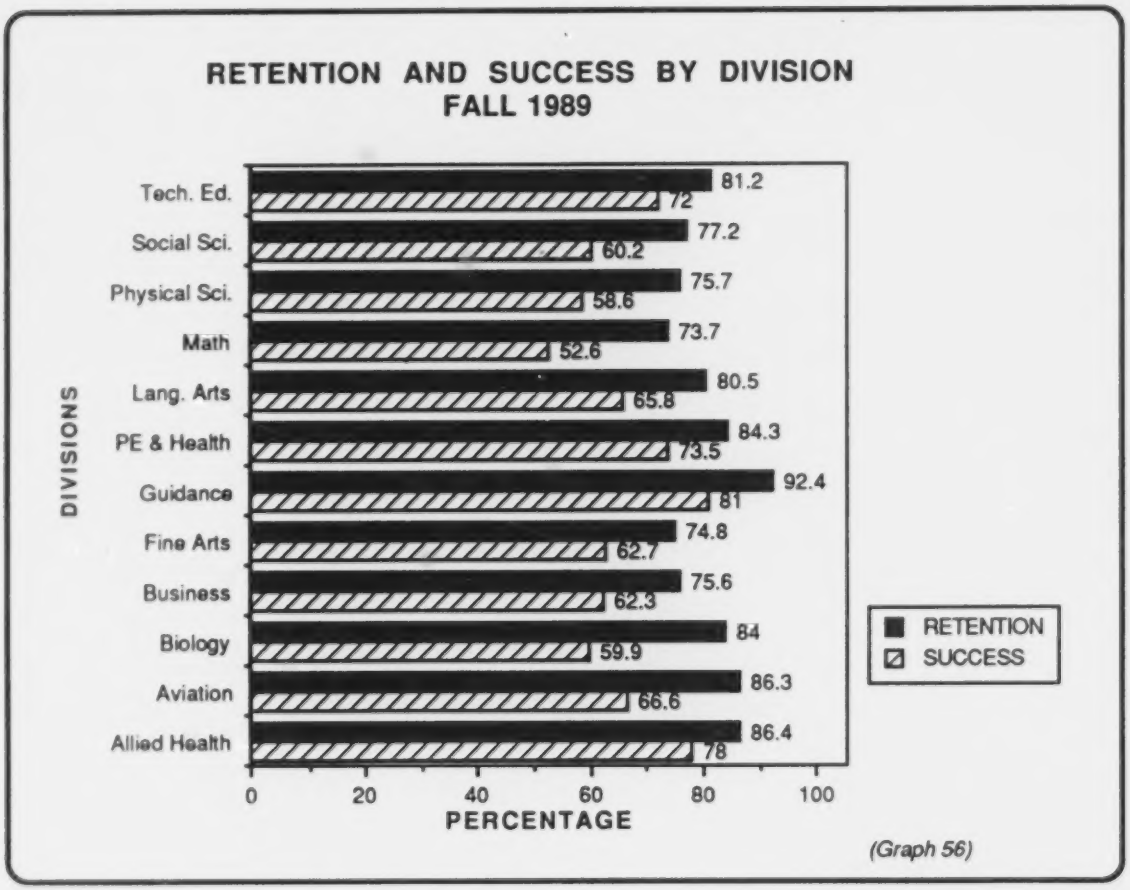
WSCH for Fall 1989: Aviation 4,716 (3.23%); Biology 4,850 (3.32%); Business 17,104 (11.71%); Fine Arts 8,083 (5.53%); Guidance 1,366 (.93%); Physical Education 10,757 (7.36%); Language Arts 27,834 (19.05%); Mathematics 10,484 (7.17%); Physical Sciences 5,374 (3.68%); Social Sciences 17,874 (12.23%); Technical Education 7,766 (5.31%); Allied Health 5,266 (3.60%); Adult Education 24,650 (16.87%).



(Graph 55)

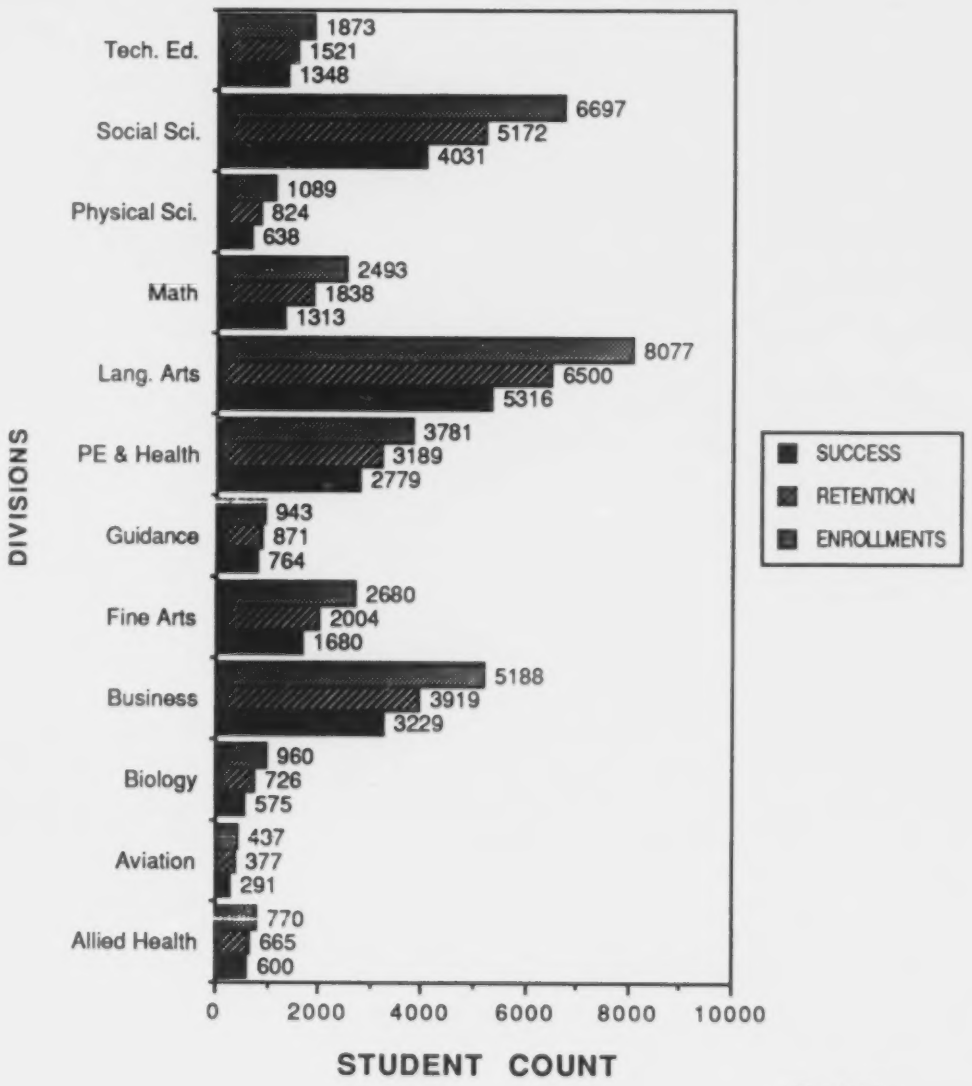
2) Course Completions

Retention is recorded by comparing the number of students in the class at the first census with the number of students at the end of the semester. A successful student is one who completes the class with a grade of "A," "B," "C," or "Credit." The next two graphs provide division level information. The accountability model calls for success and retention figures by student course load and educational goal. Such breakdowns would show how part-time students do in comparison to full-time students and also how student success varies by educational goal. Such comparisons need to be done by gender, age, ethnicity, and disability characteristics as well. We cannot do this accurately at this time because of the way the data are currently kept.



(Graph 56)

STUDENT ENROLLMENT, RETENTION, AND SUCCESS BY DIVISION -- Fall, 1989

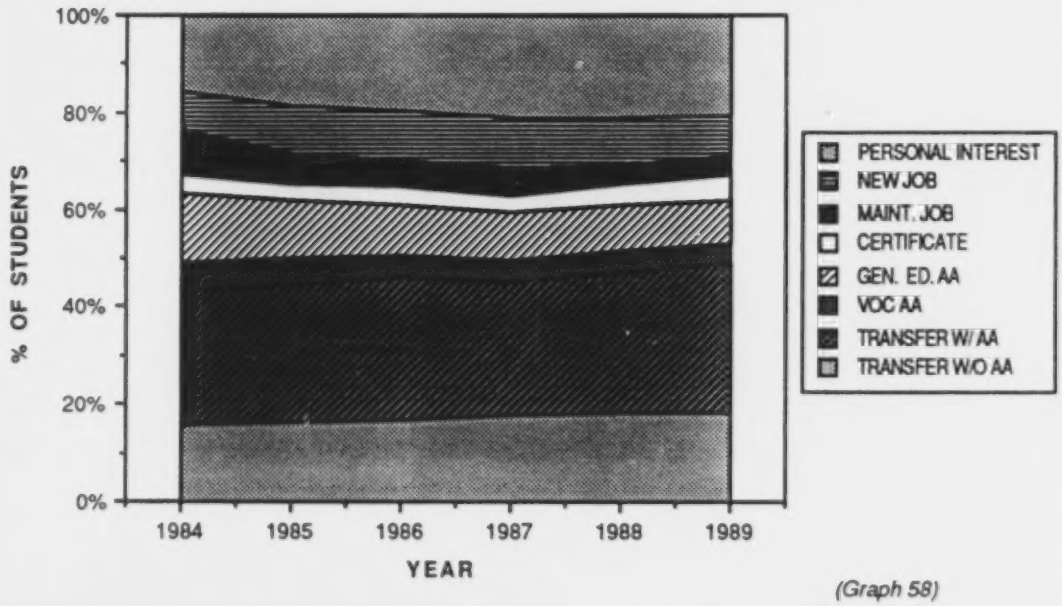


(Graph 57)

3) Student Goal Achievement

In fall 1989 students indicated the following goals: Transfer without A.A. (18.0%); Transfer with A.A. (31.0%); Vocational Education A.S. (4.0%); General Education A.A. (8.8%); Certificates (5.3%); Skills to Maintain Job (4.1%); New Job (8.0%); and Personal Interest (20.6%). Since 1984, the number of students with transfer and personal interest goals has increased, while students with identified vocational goals have declined somewhat. One problem with these statistics is that "undecided" students have increasingly been recorded as having "personal interest" goals. This problem has been corrected on the college's new application form which has a separate box for undecided students.

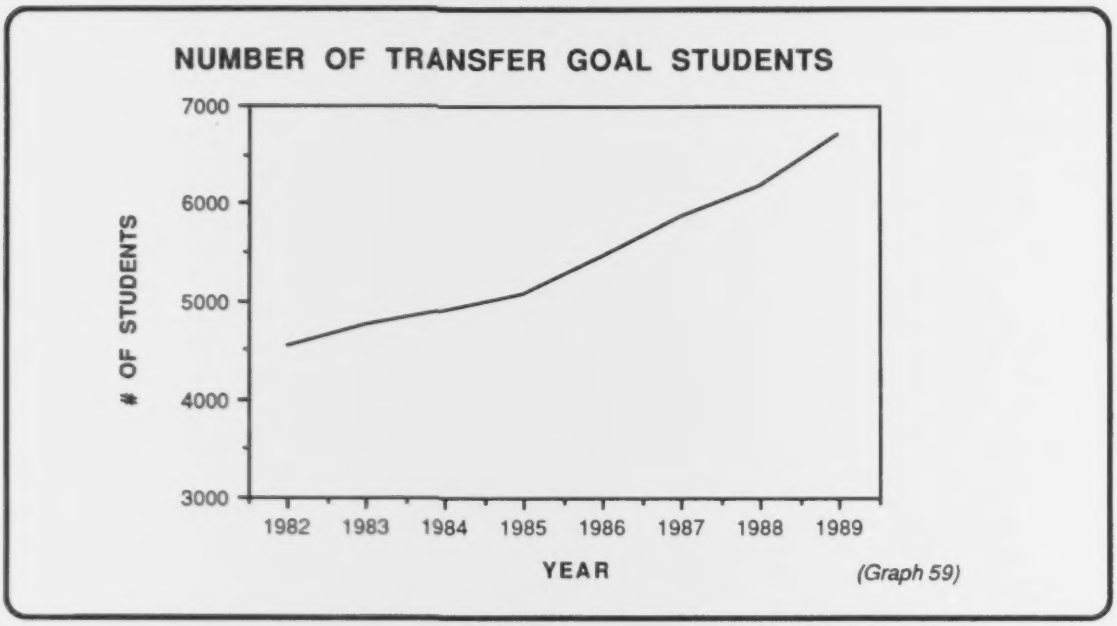
STUDENT ENROLLMENT BY EDUCATIONAL GOAL: 1984-1989



(Graph 58)

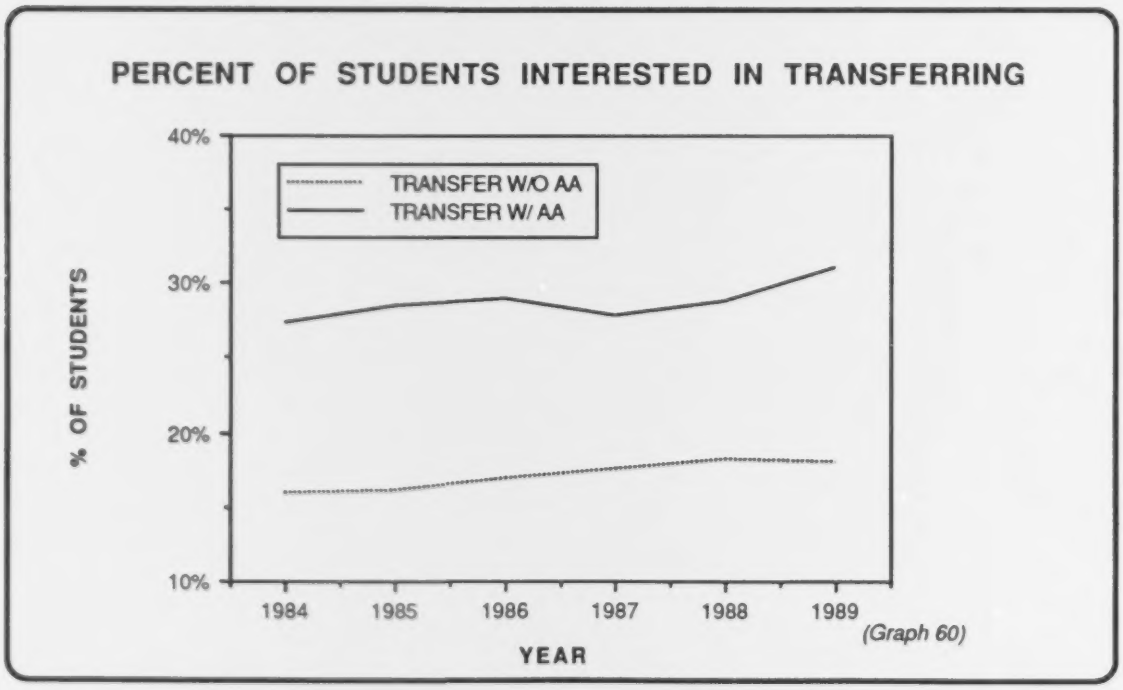
3a) Transfer Goal Students

In Fall 1989, 6,714 students (49% of all credit students) stated that their educational goal was to transfer to a four year college.

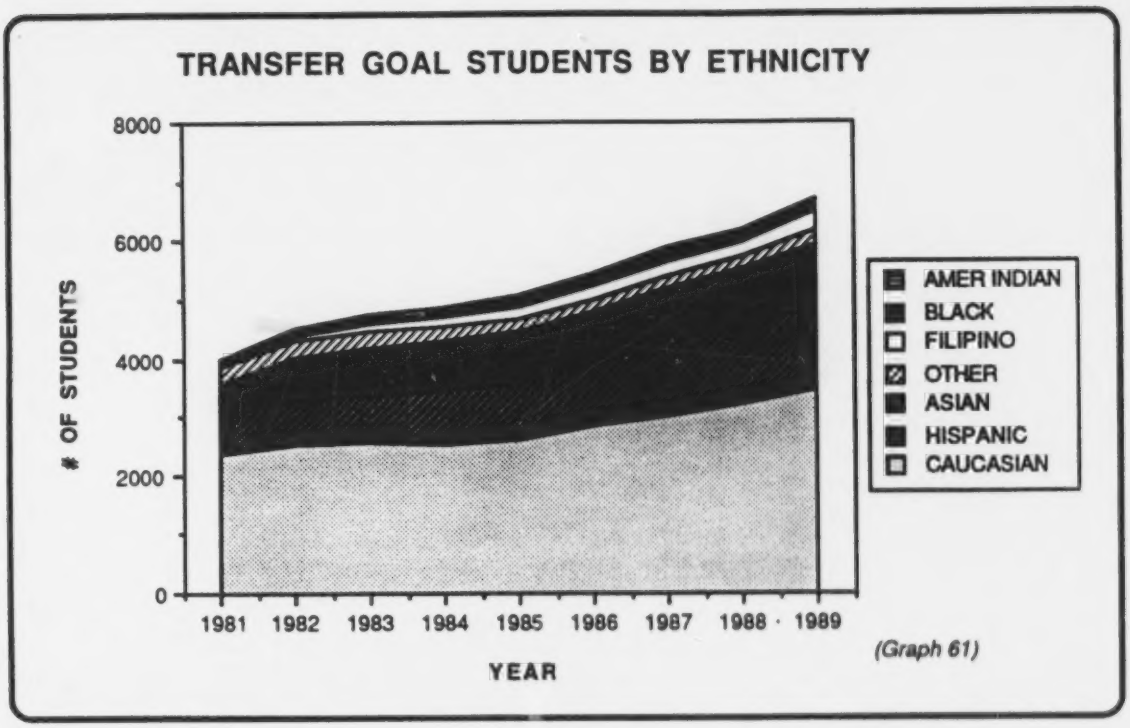


(Graph 59)

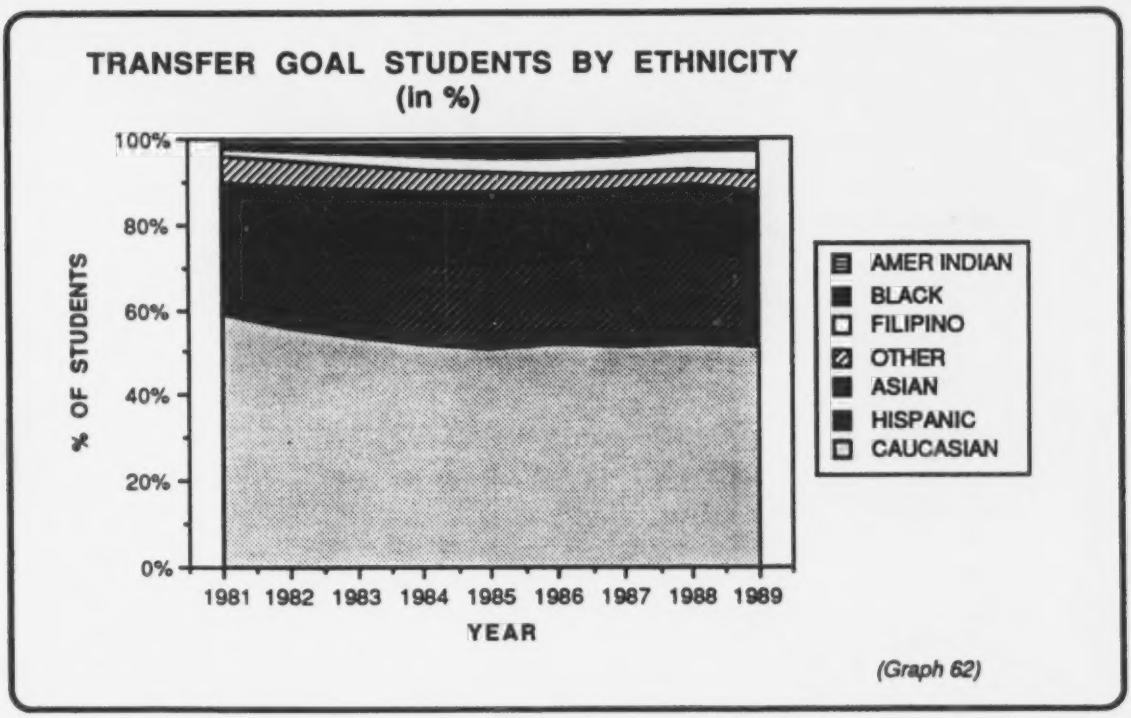
In Fall 1989, students who said they wanted to transfer without an A.A. accounted for 18.0%; those who wanted to transfer with an A.A. made up 31.0% of all students.



(Graph 60)

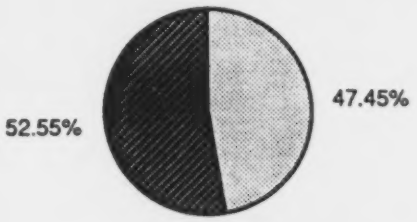


The ethnic breakdown for transfer goal students in Fall 1989 was: American Indian (1.0%); Black (2.0%); Filipino (4.9%); Other (4.1%); Asian (15.3%); Hispanic (21.3%); Caucasian (51.4%), totaling 6,714 students.



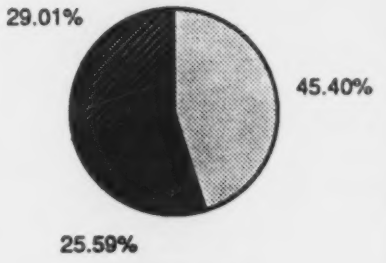
TRANSFER GOAL STUDENTS IN FALL 1989

by Gender



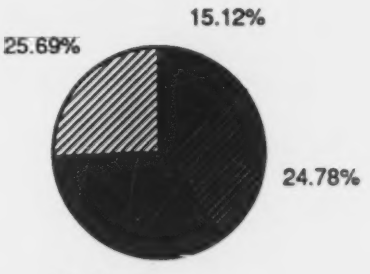
- MALE
- FEMALE

by Program



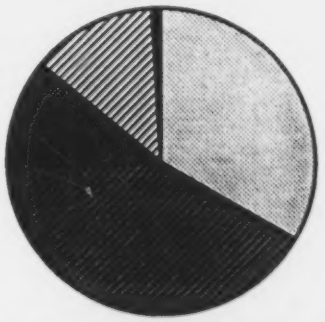
- DAY
- NIGHT
- BOTH

by Unit Load



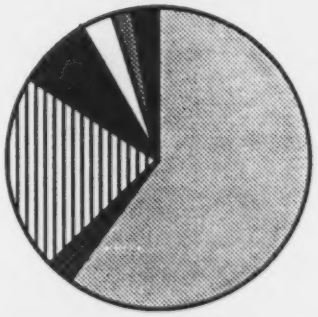
- 0 UNITS
- .1-5.9 UNITS
- 6-11.9 UNITS
- 12 & OVER

by Age



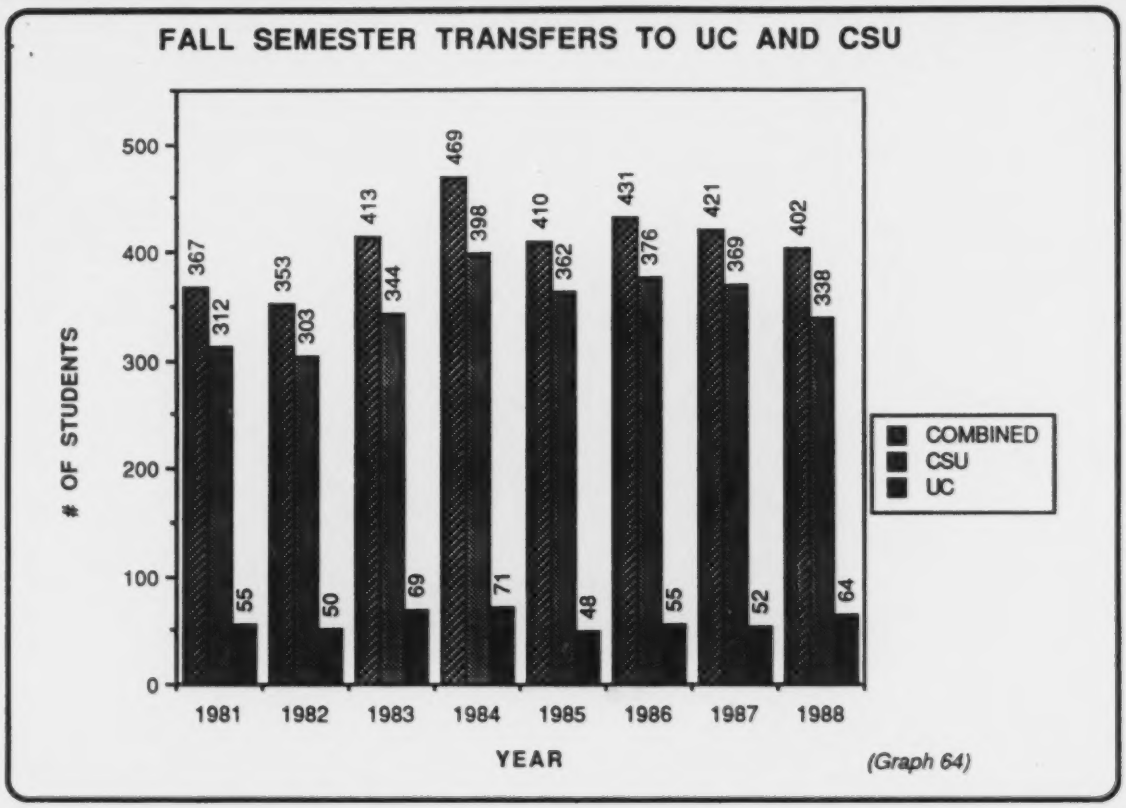
UNDER 20	33.2%
20-25	41.2%
26-30	11.3%
31-50	13.1%
51 & UP	1.2%

by Visa



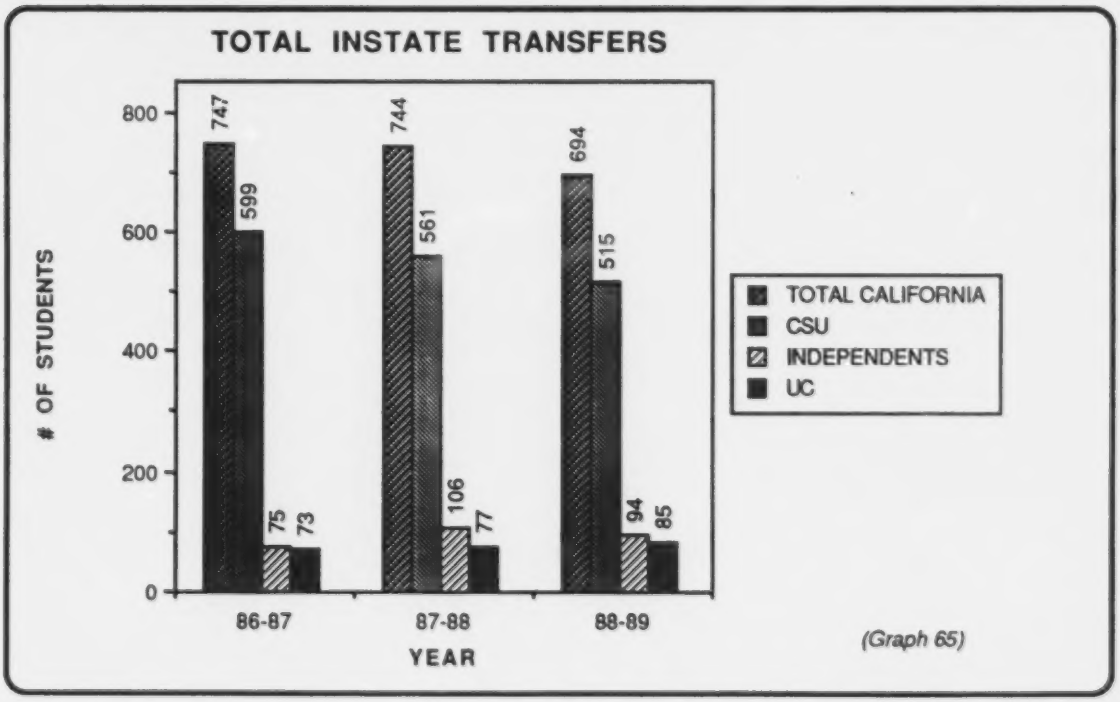
US CITIZEN	60.1%
NO VISA	2.8%
PERMANENT RESIDENT	21.0%
REFUGEE	7.8%
STUDENT	3.4%
OTHER VISA	2.3%
AMNESTY	2.6%

(Graph 63)



(Graph 64)

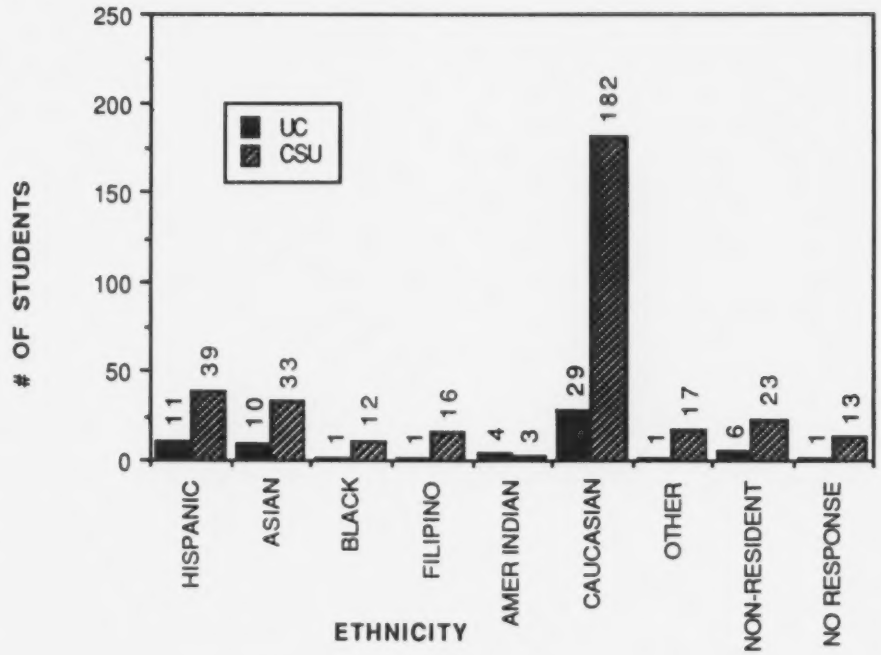
While there are no strongly apparent trends in the fall transfers to the UC and CSU systems, the total number of community college transfers to the UC and CSU systems began to increase in 1986. The chart below shows total in-state transfers during both the fall and spring semesters including transfers to private four-year institutions.



(Graph 65)

For UC transfers the ethnic breakdown for fall 1988 was: Hispanic (17.2%); Asian (15.6%); Black (1.6%); Filipino (1.6%); American Indian (6.3%); Caucasian (45.3%); Other (1.6%); Non-resident (9.4%); and No response (1.6%). For CSU transfers the ethnic breakdown was: Hispanic (11.5%); Asian (9.8%); Black (3.6%); Filipino (4.7%); American Indian (.9%); Caucasian (53.8%); Other (5.0%); Non-resident (6.8%); and No response (3.8%).

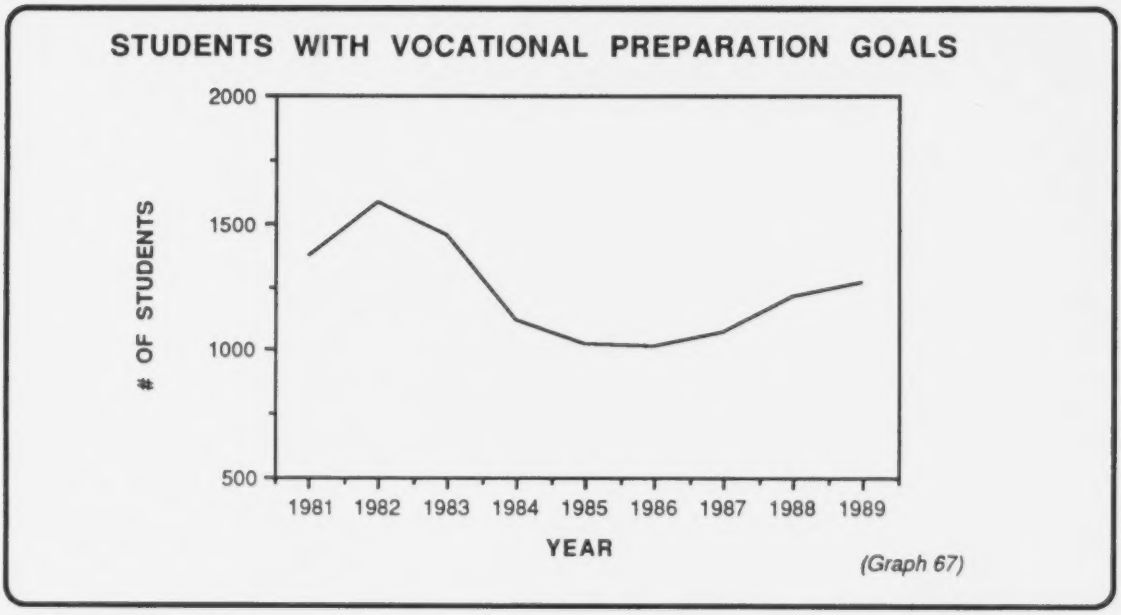
TRANSFERS TO UC AND CSU BY ETHNICITY: FALL 1988



(Graph 66)

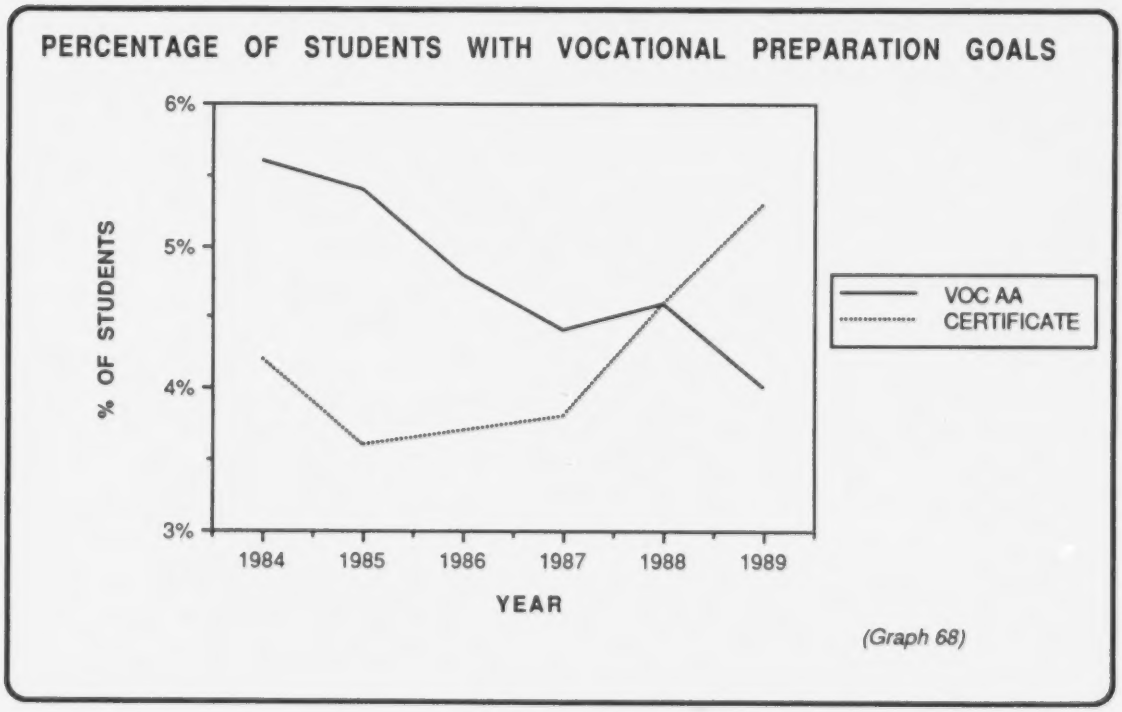
3b) Vocational Preparation Students

In fall 1981, 1,363 students said their educational goal was either to obtain a vocational degree or certificate; by fall 1989 that figure was 1,267.

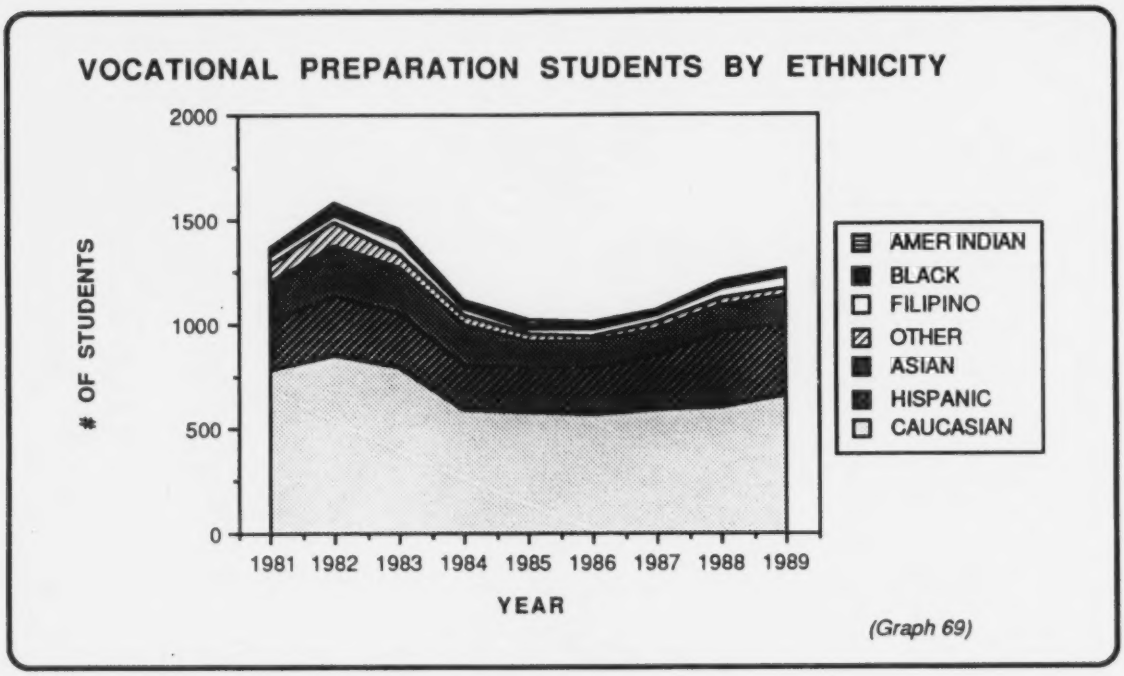


(Graph 67)

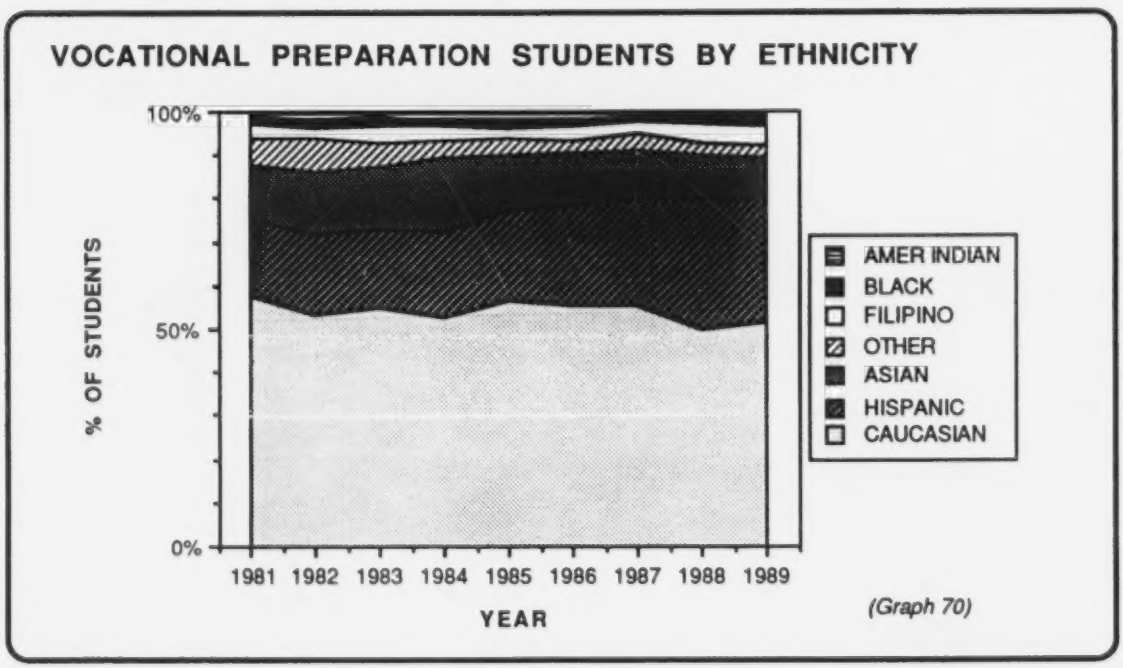
In fall 1984, 5.6% of all students said their educational goal was to earn a vocational degree; 4.2% were interested in certificates. By fall 1989, 4.0% of the students stated their educational goal was to earn a vocational degree; 5.3% wanted certificates.



(Graph 68)



The ethnic breakdown for vocational preparation students in fall 1989 was: American Indian (1.3%); Black (2.0%); Filipino (4.3%); Other (3.2%); Asian (10.0%); Hispanic (27.5%); and Caucasian (51.9%).

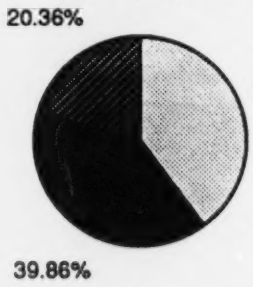


VOCATIONAL PREPARATION STUDENTS IN FALL 1989

by Gender

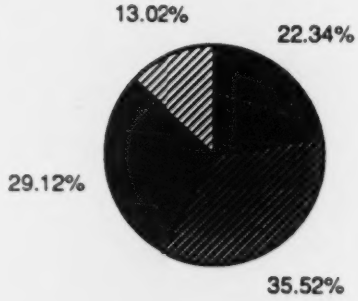
- MALE
- FEMALE

by Program



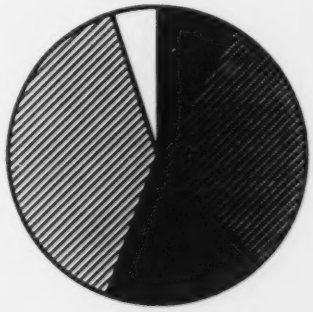
- DAY
- NIGHT
- BOTH

by Unit Load



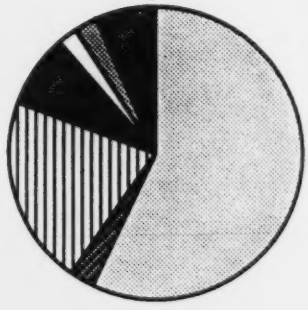
- 0 UNITS
- .1-5.9 UNITS
- 6-11.9 UNITS
- 12 & OVER

by Age



UNDER 20	8.6%
20-25	29.4%
26-30	17.5%
31-50	39.4%
51 & UP	5.1%

by Visa

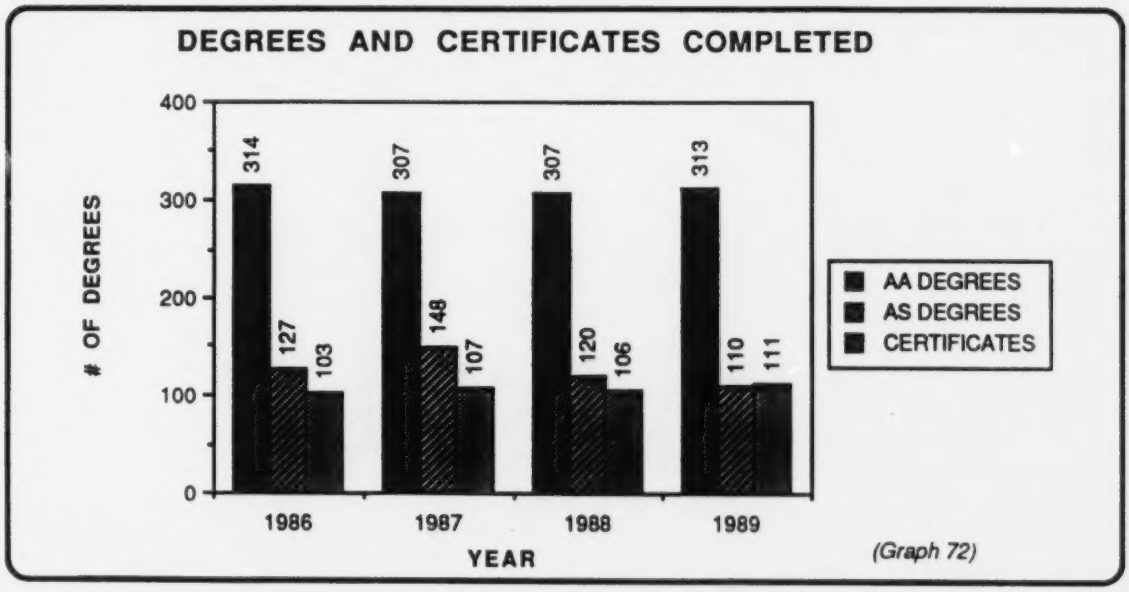


US CITIZEN	57.1%
NO VISA	2.8%
PERMANENT RESIDENT	20.8%
REFUGEE	8.1%
STUDENT	2.2%
OTHER VISA	2.4%
AMNESTY	6.7%

(Graph 71)

4) Degrees Completed

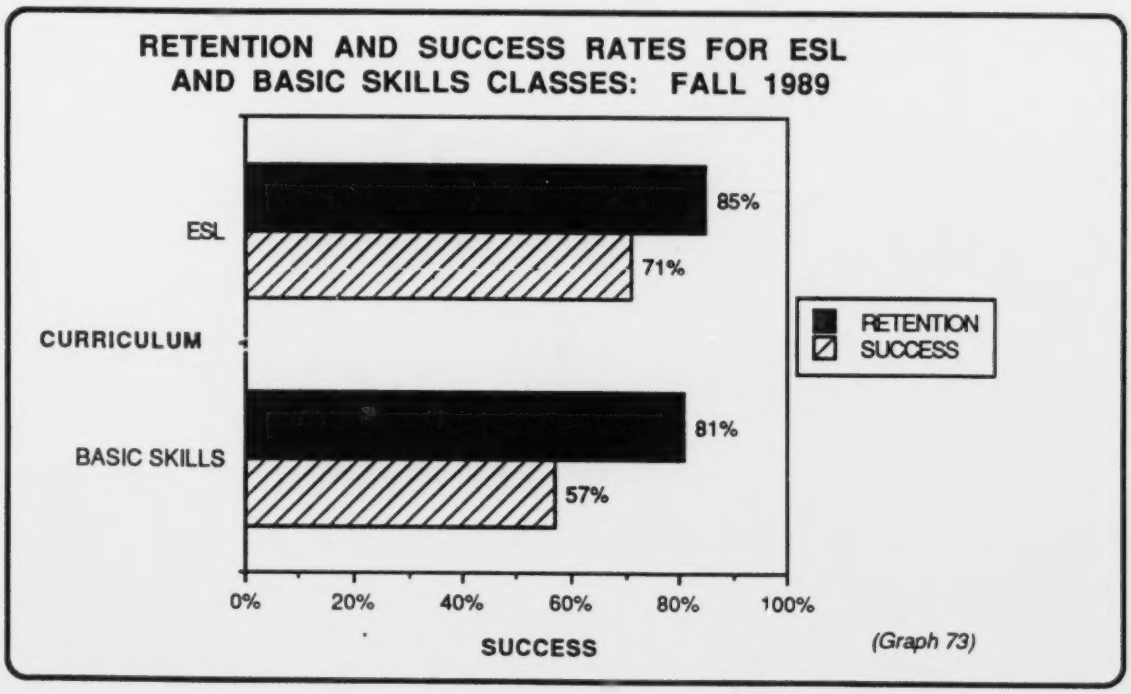
The following table gives a four-year history of degrees and certificates awarded by Glendale Community College.



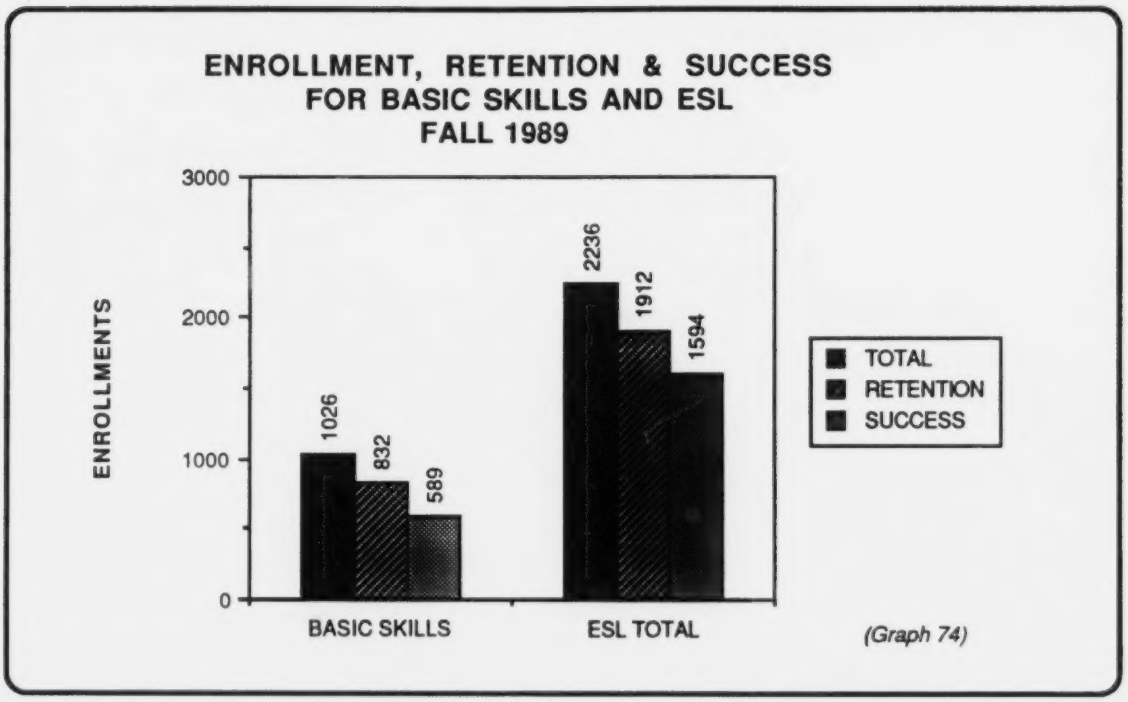
(Graph 72)

5) Basic Skills and ESL Course Outcomes

The following graphs present success and retention figures for both the ESL and Basic Skills programs.



(Graph 73)



6) ***Qualitative Measures***

The model accountability system refers to WASC Accreditation Standard 1 (subsections C and D) and much of Standard 2 as qualitative indicators of student success.

WASC Standard #1C: Institutional Planning

"The institution is engaged in ongoing planning to achieve its avowed purposes. Through the planning process, the institution frames questions, seeks answers, analyzes itself, and revises its goals, objectives, programs, and services." (p. 14)

WASC Standard #1D: Institutional Effectiveness

"The institution has developed the means for evaluating how well, and in what ways, it is accomplishing its purposes and uses results to these evaluations as the basis for broad-based continuous planning and improvement." (p. 15)

WASC Standard #2: Educational Programs

"Standard Two is broadly applicable to all educational activities offered in the name of the institution, regardless of where, when or how presented, or by whom taught." (p. 16)

Section IV: STUDENT SATISFACTION

Section IV:

Student Satisfaction

The model accountability system states:

"An essential measure of institutional effectiveness is the student's satisfaction as a consumer of educational programs and services.

Since community colleges in California are locally based and governed institutions and the consumers generally continue to reside in their home communities upon completing their education, their satisfaction is important to continued support for local community colleges.

The elements in this component focus on measures of student-goal satisfaction and qualitative results of accreditation visits. Standard statewide surveys, administered to a representative sample of community college students, will be needed to provide certain types of information. Local districts will add additional questions to provide supplemental information." (p. 12)

1) Student Satisfaction Surveys

The college conducted its first classroom student satisfaction survey in the spring of 1986 and has conducted an annual classroom survey since 1988. The college is in the process of incorporating the classroom survey data into a follow-up research project to tie student impressions to student outcomes and to track individual student attitudes about the college over time. At this time the institution does not have longitudinal information on student satisfaction with progress towards students' individual goals; however, we have information about: 1) why students change their goals; 2) student satisfaction with instruction and student impressions about faculty; 3) student satisfaction with support services; and 4) an idea about how students feel about student participation in campus governance.

1a) Student Goals

In the 1990 *Spring Student Survey,* more than half of all students indicated that their educational goal had been set prior to attending GCC. The following table provides a list of the reasons given by students who changed their goal after entering the college. Students could indicate more than one reason, so the total does not total to 100 percent.

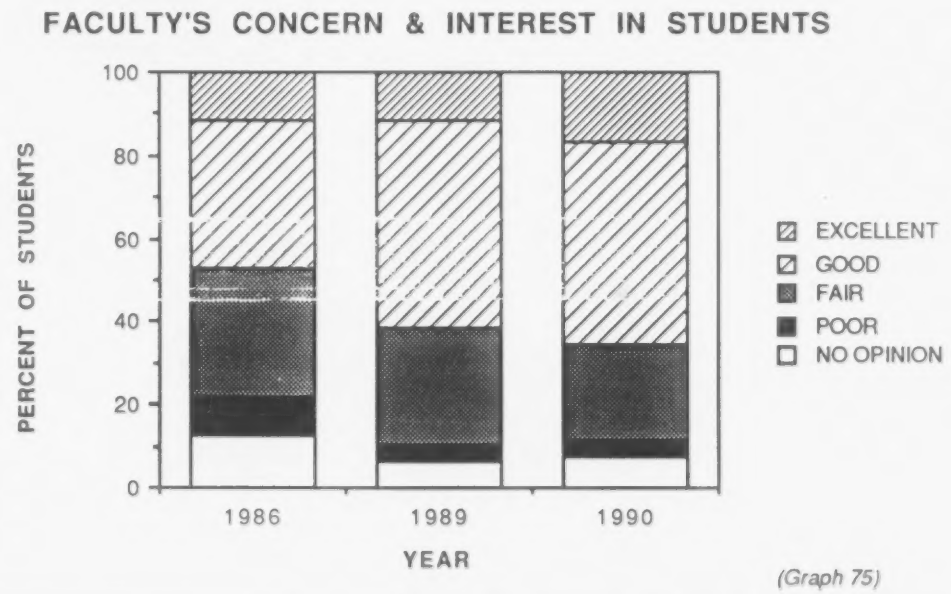
TABLE 3: What factors led students to change their educational goal at GCC?

34.4%	Discovered an area of study that I enjoyed more.
22.5%	Job/Career opportunities in another area were of greater interest to me.
18.2%	Found I did not enjoy the courses in the major originally selected.
14.7%	Job Responsibilities.
13.4%	Discussions with counselors.
11.0%	Family responsibilities.
9.0%	Did not do as well as expected in the major originally selected.
8.4%	Lack of job opportunities in the area originally selected.
7.4%	Other.
6.0%	Discussions with faculty in my courses.
5.6%	The results of the English and Math assessment tests I took.
3.2%	Discussions with other staff at the college.
2.9%	The results of vocational tests I took.
2.0%	The college did not offer a program/course in my area of interest.

1b) Processes and Services

Instruction

The college has asked students; "How would you rate the concern and interest shown in students by the faculty?" on three of the four surveys conducted over the last five years. The view of students has been increasingly favorable over time as indicated in the graph below.



(Graph 75)

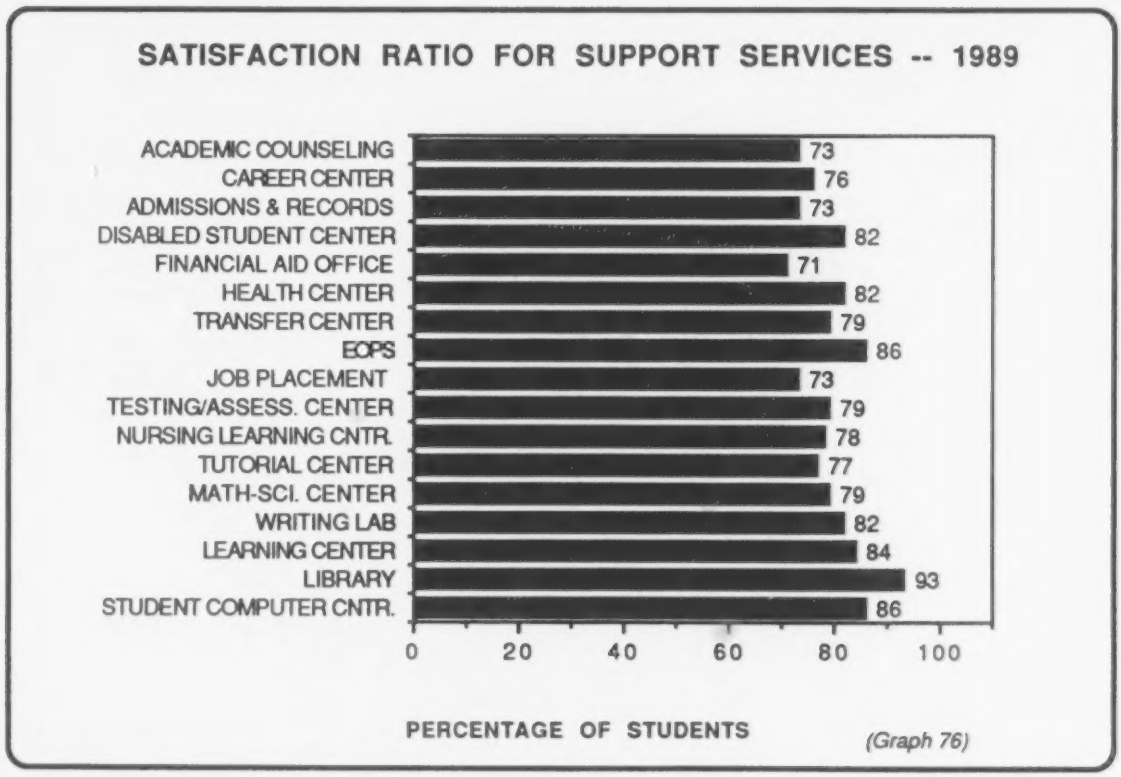
In the *Spring Student Survey* of 1986, a few additional questions about instruction were included. Student responses to two of these questions are indicated below:

How would you (students) rate the teaching in the area of study of your greatest interest?
25% Excellent 46% Good 18% Fair 6% Poor 5% No Opinion

How would you (students) rate the teaching in general education areas (English, Math, Science)?
12% Excellent 47% Good 27% Fair 6% Poor 7% No Opinion

Support Services

Satisfaction with support services has increased with the implementation of matriculation according to the information collected in the *Spring Student Surveys*. (Additional information in this regard can be found in Paths to Success Vol. 2: Student Satisfaction with Support Services (1990).) The most recent comprehensive ratings of student satisfaction with support services are from the spring 1989 survey as indicated below. The "satisfaction ratio" represents the percentage of students who used support services and reported that they found a service to be "helpful" or "very helpful" as opposed to being "not satisfied."



(Graph 76)

The 1986 *Spring Student Survey* also recorded the following student responses about the student role in governance:

> How would you rate the success of the Associated Student Body officers in *influencing improvements* in campus services and policies?
> 3% Excellent 14% Good 22% Fair 10% Poor 47% No Opinion

2) Qualitative Measures

The model accountability system refers to WASC Accreditation Standards 3 and 5 as qualitative indicators of student satisfaction. These standards encompass a breadth of practices related to the campus environment and support services.

Standard #3: Student Services and the Co-Curricular Learning Environment

> "The institution establishes and maintains an environment that fosters the intellectual and personal development of students. Student services reflect an institutional concern for students' physical and mental health, facilitates educational progress, and helps students to relate to others in the institutional community." (p. 22)

Standard # 5: Learning Resources

> "The college provides those learning resources necessary to support the educational program and the intellectual and cultural development of staff and students, day and evening, on and off-campus. The adequacy of an institution's learning resources is judged in terms of its goals and programs. The effectiveness of an institution's resources is judged by how well and how much they are actually used...." (p. 30)

Section V: STAFF COMPOSITION

Section V:

Staff Composition

The model accountability system states:

"Enhancing the diversity of community college staff is important, especially in light of the rapidly changing demographic characteristics of California's population. Statewide hiring results need to be put into proper perspective by considering the numbers and percentages of faculty and staff hired within each of the EEO-6 job categories (Equal Employment Opportunity Act, Section 6) by ethnicity, gender, age and disability compared with the general availability of these groups in the relevant work force having requisite skills to fill vacancies.

Improvement in staff diversity requires not only an intent and commitment, but the proper internal mechanisms and procedures to conduct a search, screen and interview candidates, and negotiate an offer." (p. 13)

1) Present Workforce

The tables below and on the next page present the current workforce by gender, age, and ethnicity. Each table represents employees in the categories of 1) management, 2) faculty, 3) professional non-faculty, 4) clerical, 5) technical/paraprofessional, 6) skilled craft, and 7) service/maintenance.

TABLE 4: STAFF COMPOSITION BY GENDER 1989-90

	MALE		FEMALE		TOTAL	
1. EXEC/ADM/MGMT	20	60.6%	13	39.4%	33	100%
CLASSIFIED	10	58.8%	7	41.2%	17	100%
CERTIFICATED	10	62.5%	6	37.5%	16	100%
2. FACULTY	353	52.8%	316	47.2%	669	100%
CERT 1ST & 2ND	11	28.2%	28	71.8%	39	100%
CERT REGULAR	102	63.4%	59	36.6%	161	100%
CERT TEMPORARY	240	51.2%	229	48.8%	469	100%
3. PRO/NONFACULTY	2	14.3%	12	85.7%	14	100%
4. CLERICAL/SEC	10	10.2%	88	89.8%	98	100%
5. TECH/PARAPROF	18	35.3%	33	64.7%	51	100%
6. SKILLED CRAFT	5	83.3%	1	16.7%	6	100%
7. SERVICE/MAINT	29	63.0%	17	37.0%	46	100%
TOTAL	437	47.7%	480	52.3%	917	100%

TABLE 5: STAFF COMPOSITION BY AGE 1989-90

	18-25		26-35		36-45		46-55		56+		TOTAL	
1. EXEC/ADM/MGMT	0	0.0%	0	0.0%	12	36.4%	13	39.4%	8	24.2%	33	100.0%
CLASSIFIED	0	0.0%	0	0.0%	9	52.9%	5	29.4%	3	17.6%	17	100.0%
CERTIFICATED	0	0.0%	0	0.0%	3	18.8%	8	50.0%	5	31.3%	16	100.0%
2. FACULTY	2	0.3%	104	15.5%	250	37.4%	188	28.1%	125	18.7%	669	100.0%
CERT 1ST & 2ND	0	0.0%	14	35.9%	16	41.0%	6	15.4%	3	7.7%	39	100.0%
CERT REGULAR	0	0.0%	6	3.7%	64	39.8%	49	30.4%	42	26.1%	161	100.0%
CERT TEMPORARY	2	0.4%	84	17.9%	170	36.2%	133	28.4%	80	17.1%	469	100.0%
3. PRO/NONFACULTY	0	0.0%	1	7.1%	2	14.3%	7	50.0%	4	28.6%	14	100.0%
4. CLERICAL/SEC	1	1.0%	13	13.3%	24	24.5%	24	24.5%	36	36.7%	98	100.0%
5. TECH/PARAPROF	5	9.8%	9	17.6%	15	29.4%	13	25.5%	9	17.6%	51	100.0%
6. SKILLED CRAFT	0	0.0%	1	16.7%	4	66.7%	0	0.0%	1	16.7%	6	100.0%
7. SERVICE/MAINT	2	4.3%	13	28.3%	7	15.2%	13	28.3%	11	23.9%	46	100.0%
TOTAL	10	1.1%	141	15.4%	314	34.2%	258	28.1%	194	21.2%	917	100.0%

TABLE 6: STAFF COMPOSITION BY ETHNICITY 1989-90

	AMER INDIAN		ASIAN		BLACK		CAUCASIAN		HISPANIC		FILIPINO		TOTAL	
1. EXEC/ADM/MGMT	1	3.0%	1	3.0%	0	0.0%	27	81.8%	3	9.1%	1	3.0%	33	100%
CLASS	0	0.0%	1	5.9%	0	0.0%	14	82.4%	2	11.8%	0	0.0%	17	100%
CERT	1	6.3%	0	0.0%	0	0.0%	13	81.3%	1	6.3%	1	6.3%	16	100%
2. FACULTY	0	0.0%	36	5.4%	8	1.2%	580	86.7%	37	5.5%	8	1.2%	669	100%
CERT 1ST & 2ND	0	0.0%	3	7.7%	0	0.0%	31	79.5%	5	12.8%	0	0.0%	39	100%
CERT REGULAR	0	0.0%	7	4.3%	4	2.5%	143	88.8%	6	3.7%	1	0.6%	161	100%
CERT TEMPORARY	0	0.0%	26	5.5%	4	0.9%	406	86.6%	26	5.5%	7	1.5%	469	100%
3. PRO/NONFACULTY	0	0.0%	0	0.0%	1	7.1%	12	85.7%	1	7.1%	0	0.0%	14	100%
4. CLERICAL/SEC	0	0.0%	6	6.1%	2	2.0%	80	81.6%	6	6.1%	4	4.1%	98	100%
5. TECH/PARAPROF	0	0.0%	2	3.9%	0	0.0%	43	84.3%	4	7.8%	2	3.9%	51	100%
6. SKILLED CRAFT	0	0.0%	0	0.0%	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6	100%
7. SERVICE/MAINT	0	0.0%	3	6.5%	1	2.2%	20	43.5%	20	43.5%	2	4.3%	46	100%
TOTAL	1	0.1%	48	5.2%	13	1.4%	766	83.5%	72	7.9%	17	1.9%	917	100%

2) Recent Hires

Data in this section was reported in the October 15, 1990 "Board of Trustees Agenda and Related Materials" by the Office of Human Resources and Labor Relations. During 1989-90, as Table 4 shows, eighteen (85.7%) of the 21 new full-time, tenure-track instructional faculty were women. Fifty-one (60.7%) of the new temporary faculty were women. Twelve (25%) of the 51 new classified staff were men.

As Table 5 shows, five (23.8%) of the new full-time, tenure-track faculty were ethnic minorities. Of the 84 new temporary faculty hired for 1989-90, eight (9.5%) were members of ethnic minority groups. Of the total of 51 new classified staff hired for 1989-90, sixteen (31.4%) were members of ethnic minority groups.

TABLE 7: NEW HIRES 1989-90 BY GENDER

	MALE	FEMALE	TOTAL
1. EXEC/ADM/MGMT	1	0	1
CLASSIFIED	1	0	1
CERTIFICATED	0	0	0
2. FACULTY	36	69	105
CERT 1ST & 2ND	3	18	21
CERT REGULAR	0	0	0
CERT TEMPORARY	33	51	84
3. PRO/NONFACULTY	1	0	1
4. CLERICAL/SEC	3	23	26
5. TECH/PARAPROF	3	14	17
6. SKILLED CRAFT	1	0	1
7. SERVICE/MAINT	4	1	5
TOTAL	49	107	156

TABLE 8: NEW HIRES 1989-90 BY ETHNICITY

	AM INDIAN	ASIAN/ FILIPINO	BLACK	CAUCASIAN	HISPANIC	TOTAL
1. EXEC/ADM/MGMT	0	0	0	1	0	1
CLASSIFIED	0	0	0	1	0	1
CERTIFICATED	0	0	0	0	0	0
2. FACULTY	1	5	1	92	6	105
CERT 1ST & 2ND	1	3	0	16	1	21
CERT REGULAR	0	0	0	0	0	0
CERT TEMPORARY	0	2	1	76	5	84
3. PROF/NONFACULTY	0	0	0	1	0	1
4. CLERICAL/SEC	0	4	2	18	2	26
5. TECH/PARAPROF	0	1	0	13	3	17
6. SKILLED CRAFT	0	1	0	0	0	1
7. SERVICE/MAINT	0	1	0	2	2	5
TOTAL	1	12	3	127	13	156

3) Staff Development

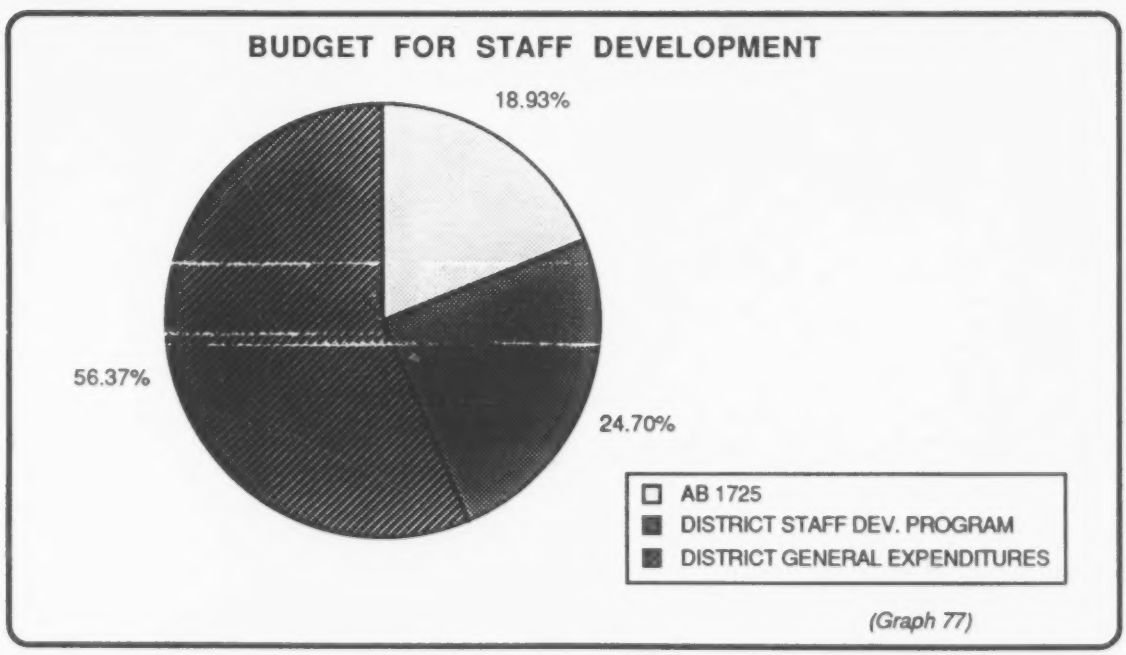
After a college-wide needs assessment, the Staff Development Advisory Subcommittee recommended the following emphases:

1. Train instructors across the curriculum in teaching oral and written communication skills to students with limited English.
2. Increase conference attendance to obtain new ideas for classroom use.
3. Improve cultural diversity awareness.
4. Offer a more comprehensive instructional program for computer training.
5. Offer opportunities for off-campus updating of advanced technological training for instructional and operational staff.
6. Offer affirmative action training.
7. Augment district-funded wellness program.

After additional discussions at major college retreats, the subcommittee recommended the following emphases which have also been incorporated:

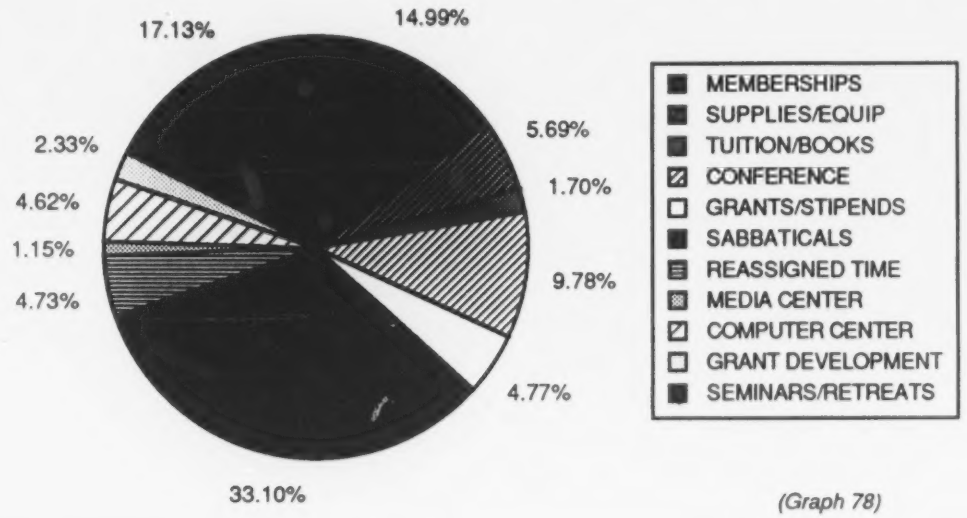
8. Refine strategic planning.
9. Improve employee communications, morale, and effectiveness.

The graphs below and on the next page show sources and expenditures of staff development funds for fiscal 1989-90. The total expenditures for state-identified, staff-development activities were $346,375. There are three basic categories of expenditures: 1) the targeted expenditures of the district-funded Staff Development Program which accounted for $85,075; 2) AB 1725 categorically funded expenditures which amounted to $67,164; and 3) general district-funded activities, such as sabbaticals, unit travel budgets, and release time (all of which are administered separately from the Staff Development Advisory Subcommittee), made up the remaining $194,136.



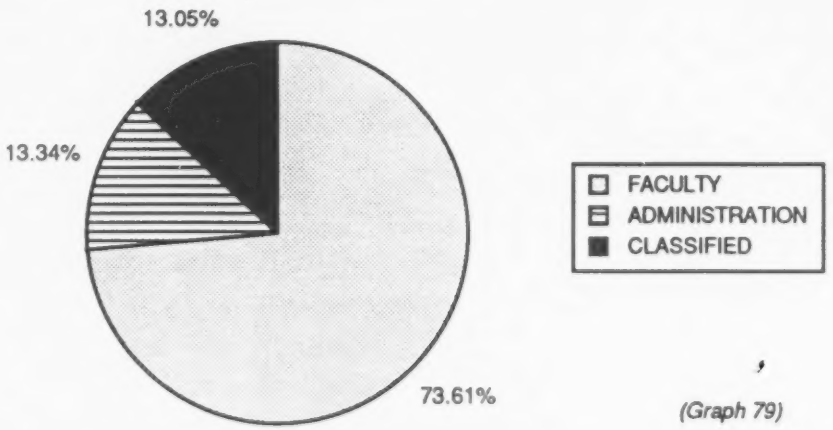
(Graph 77)

STAFF DEVELOPMENT EXPENDITURE CATEGORIES: 1989-1990



(Graph 78)

STAFF DEVELOPMENT EXPENDITURES BY EMPLOYEE CLASSIFICATION: 1989-1990



(Graph 79)

4) Qualitative Measures

The model accountability system refers to WASC Accreditation Standard 4 as the qualitative indicator for staffing and staff development.

WASC Standard # 4: Faculty and Staff

"The categories of those who are employed by a postsecondary institution vary substantially from one institution to another, but typically include those who teach, those in student services, those in learning resources, paraprofessionals, support personnel, and administrative staff and includes persons employed on full time and part time basis. The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity." (p. 27)

Section VI: FISCAL CONDITION

Section VI:
Fiscal Condition

The model accountability system states:

"The fiscal condition component will inform the public how the community colleges expend their financial resources and about the overall fiscal condition of the community college system. It provides the Board of Governors with fiscal information related to various mandated reporting requirements . . .

The Chancellor's Office has a system for monitoring and evaluating the financial conditions of the state's community college districts.... At least one other State agency, the Department of Finance, monitors some aspects of community college financial matters. The Department of Finance now audits about 20 districts a year.

Fiscal accountability activities, also, are undertaken by local community college districts on a routine basis. District-contracted audits are conducted yearly by independent auditing firms. The Annual Audit Guide, prepared by the Chancellor's Office, assists local districts to prepare and contract for this independent audit. Audit results are available for public scrutiny." (pp. 14-15)

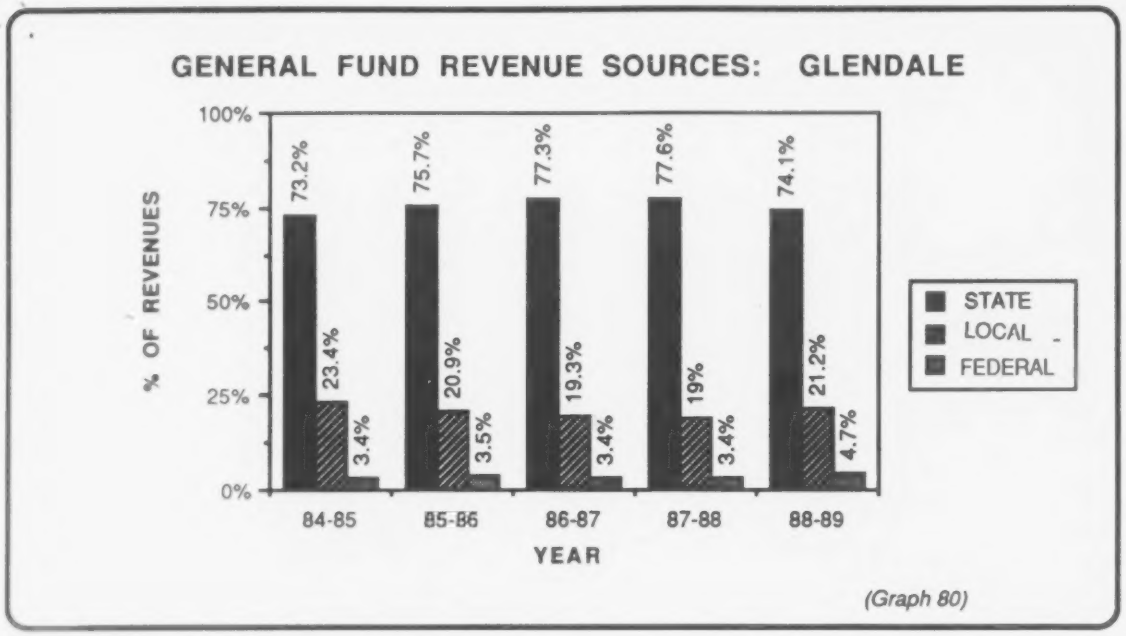
All data in this section come from the Chancellor's Office of the California Community Colleges, Fiscal Data Abstract for the fiscal years 1984-85 to 1988-89.

1) General Revenue

This section details the sources of General Fund revenues for the college, breaking them down in the basic categories of Federal, State, and Local. Table 9 on the next page gives further detail of funding sources. The charts provided after Table 9 show general revenue trends over the last five fiscal years.

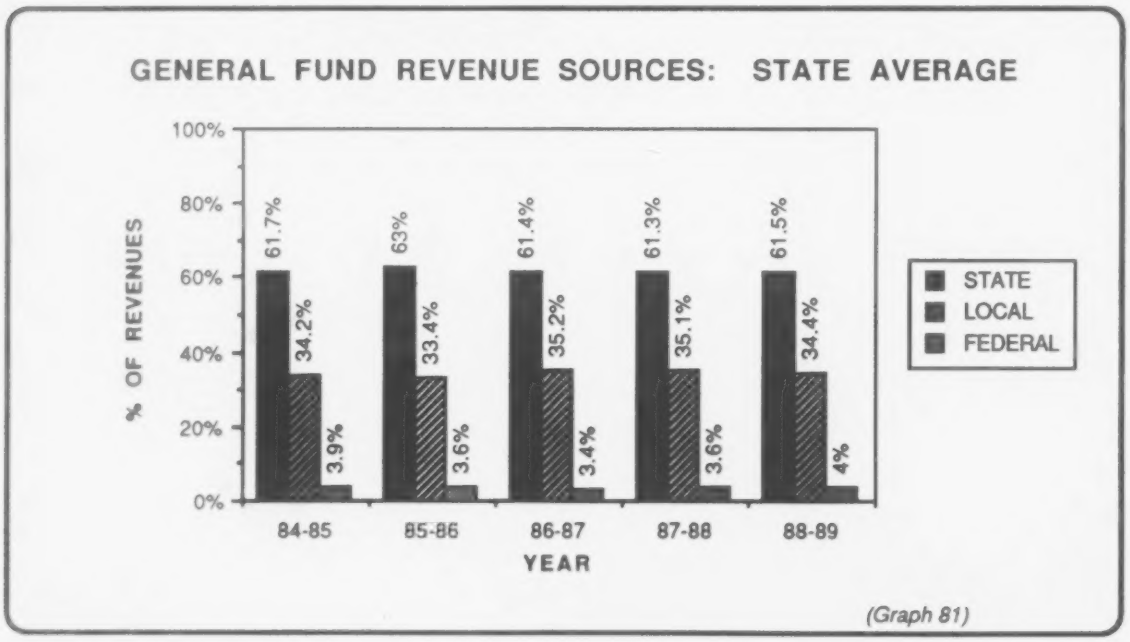
TABLE 9: GENERAL FUND REVENUE SOURCES FISCAL 1988-1989

	$ AMOUNT	% OF TOTAL	
FEDERAL:			
FOREST RESERVE	$0	0.0%	
HIGHER EDUCATION ACT	$4,312	0.0%	
JOB TRAINING PARTNERSHIP ACT	$243,013	0.8%	
STUDENT FINANCIAL AID	$189,124	0.6%	
VETERANS EDUCATION	$379	0.0%	
VOCATIONAL EDUCATION ACT	$299,977	1.0%	
OTHER FEDERAL REVENUES	$724,482	2.3%	
TOTAL	$1,461,287	4.7%	
STATE:			
STATE GENERAL APPORTIONMENT	$17,992,646	57.5%	
APPRENTICESHIP ALLOWANCE	$0	0.0%	
OTHER GENERAL APPORTIONMENTS	$0	0.0%	
EXTENDED OPPORTUNITY PROG/SRVCS	$258,364	0.5%	
HANDICAPPED STUDENT ALLOWANCES	$193,001	0.6%	
OTHER CATEGORICAL APPORTIONMENTS	$0	0.0%	
COMMUNITY COLLEGE CONSTRUCTION ACT	$0	0.0%	
DEFERRED MAINT. & SPECIAL REPAIRS	$0	0.0%	
INSTRUCTIONAL IMPROVEMENT GRANTS	$422,429	1.3%	
OTHER CATEGORICAL PROGRAM ALLOWANCES	$2,769,589	8.8%	
HOMEOWNERS PROPERTY TAX RELIEF	$63,938	0.2%	
OTHER TAX RELIEF SUBVENTIONS	$0	0.0%	
TIMBER YIELD TAX	$0	0.0%	
TRAILER COACH FEES	$1,716	0.0%	
OTHER STATE REVENUES	$1,584,111	5.1%	
TOTAL	$23,185,794	74.1%	
LOCAL:			
PROPERTY TAXES (SEC/UNSEC/PR. YR)	$2,550,528	8.1%	
PRIVATE CONTR., GIFTS, GRNTS, ETC.	$41,698	0.1%	
CONTRACT SERVICES	$119,021	0.4%	
SALES	$89,413	0.3%	
RENTALS AND LEASES	$2,239	0.0%	
INTEREST/INVESTMENT INCOME	$1,038,922	3.3%	
STUDENT FEES & CHARGES:			
COMMUNITY SERVICE CLASSES	$429,900	1.4%	
COURSE ADDITION/DELETION	$0	0.0%	
DORMITORY	$0	0.0%	
ENROLLMENT	$787,335	2.5%	
HEALTH SERVICES	$194,433	0.6%	
INSTRUCT'L & OTHER MATERIALS (REQ.)	$0	0.0%	
INSURANCE	$0	0.0%	
LATE APPLICATIONS/STUDENT RECORDS	$22,526	0.1%	
NONRESIDENT TUITION	$1,307,983	4.2%	
PARKING SERVICES	$28,270	0.1%	
OTHER STUDENT FEES/CHRGS.	$38,681	0.1%	
TOTAL STUDENT FEES & CHARGES	**$2,809,128**		**9.0%**
OTHER LOCAL REVENUES	$0		0.0%
TOTAL	$6,650,949		21.3%
TOTAL REVENUES:	$31,298,03		100.0%



(Graph 80)

These two charts compare five-year trends for General Fund revenue sources at the college with state averages. During this period, state revenues have consistently made up a higher portion of Glendale's revenues than for the state average. From fiscal year 84-85 to 87-88 the state portion grew, but in fiscal year 88-89 Glendale's local portion of the general fund revenues went up due to revenues from a sale of bonds. Our local portion remains almost 15% below the state average.



(Graph 81)

The tables below present the dollar amount for General Fund Revenues from fiscal years 1984-1985 for both Glendale and the state of California as a whole.

TABLE 10: GENERAL FUND REVENUES GLENDALE

YEAR	STATE	LOCAL	FEDERAL	TOTAL
84-85	$13,537,829	$4,319,825	$627,612	**$18,485,266**
85-86	$16,662,880	$4,604,438	$756,399	**$22,023,717**
86-87	$17,998,813	$4,501,076	$789,461	**$23,289,350**
87-88	$21,676,896	$5,320,793	$950,207	**$27,947,896**
88-89	$23,185,794	$6,650,949	$1,461,287	**$31,298,030**

Glendale's total, general-fund revenues grew by 69.3% from fiscal year 1984-85 to fiscal year 1988-89; during the same period statewide, general fund revenues grew by 39.0%. In fiscal year 1984-85 Glendale's general-fund revenues represented 1.01% of the statewide, general-revenue funds; by fiscal year 1988-89, Glendale's share of statewide, general-revenue funds had grown to 1.23%.

TABLE 11: GENERAL FUND REVENUES STATEWIDE

YEAR	STATE	LOCAL	FEDERAL	TOTAL
84-85	$1,133,108,047	$628,628,492	$72,510,716	**$1,836,513,624**
85-86	$1,292,971,776	$684,892,363	$73,335,472	**$2,051,199,611**
86-87	$1,305,052,377	$749,266,971	$72,817,637	**$2,127,136,985**
87-88	$1,412,983,788	$809,554,058	$82,384,931	**$2,304,922,777**
88-89	$1,569,935,040	$878,882,890	$103,160,254	**$2,551,978,184**

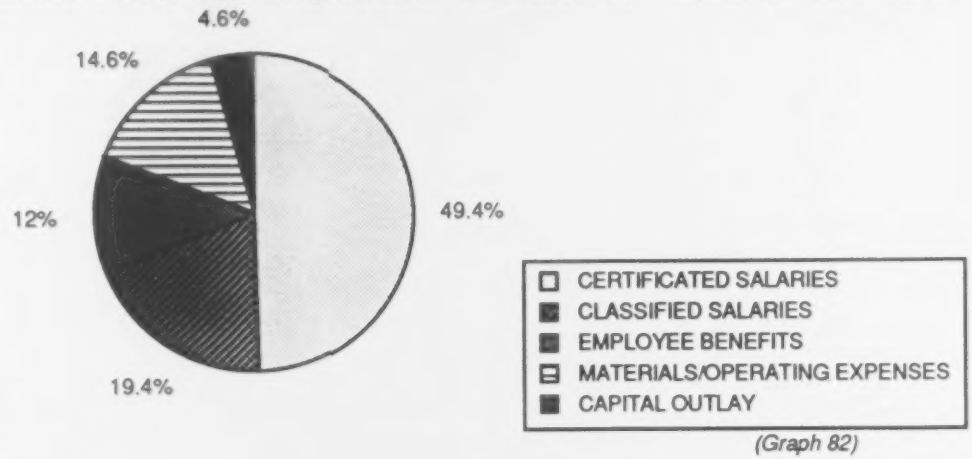
2). Expenditures

The table below provides a detailed breakdown of General Fund expenditures over a five year period from 1984-1985 to 1988-1989. The expenditures are broken down into the three broad categories of Instruction, Administrative and Support, and Other Activities. The charts on the next page compare categorical expenditures at the college with the statewide averages for fiscal year 1988-1989.

TABLE 12: GENERAL FUND EXPENDITURES BY ACTIVITY

ACTIVITY	1984-1985	1985-1986	1986-1987	1987-1988	1988-1989
INSTRUCTIONAL (AC 0100-5900):					
AGRIC. & NATURAL RESOURCES	$0	$0	$0	$0	$0
ARCHITECTURE & ENVIRON. DESIGN	$7,042	$23,336	$65,212	$55,022	$72,577
BIOLOGICAL SCIENCE	$315,571	$357,019	$368,988	$399,943	$431,994
BUSINESS & MANAGEMENT	$902,654	$1,108,505	$1,156,637	$1,146,292	$1,298,411
COMMUNICATIONS	$97,105	$123,588	$112,458	$113,138	$118,904
COMPUTER & INFORMATION SCIENCE	$294,420	$314,689	$391,039	$349,871	$452,687
EDUCATION	$725,869	$691,807	$802,716	$813,873	$906,143
ENGINEERING & REL. TECHNOLOGY	$693,699	$628,361	$849,602	$868,021	$870,466
FINE & APPLIED ARTS	$881,972	$951,099	$1,033,958	$1,027,240	$1,213,516
FOREIGN LANGUAGE	$250,181	$311,936	$329,385	$322,071	$328,192
HEALTH	$576,541	$604,155	$653,809	$706,698	$807,328
CONSUMER EDUC & HOME ECONOMICS	$224,284	$267,080	$242,532	$244,959	$268,743
LAW	$57,497	$63,699	$75,309	$74,627	$85,937
HUMANITIES (LETTER)	$1,129,408	$1,317,459	$2,112,865	$2,203,102	$2,930,189
LIBRARY SCIENCE	$0	$0	$0	$0	$0
MATHEMATICS	$428,319	$469,825	$565,081	$585,548	$708,454
MILITARY STUDIES	$0	$0	$0	$0	$0
PHYSICAL SCIENCES	$537,831	$567,081	$590,215	$618,751	$670,328
PSYCHOLOGY	$207,938	$244,594	$217,137	$222,052	$249,024
PUBLIC AFFAIRS & SERVICES	$60,573	$31,641	$80,684	$109,139	$137,136
SOCIAL SCIENCES	$896,759	$936,281	$950,982	$961,619	$1,130,179
COMMERCIAL SERVICES	$87,882	$106,518	$178,893	$182,230	$193,376
INTERDISCPLNRY STUDIES	$676,493	$850,899	$331,587	$363,191	$2,306,048
INSTRL-RETIRED BNFT & INCEN	$99,073	$0	$0	$0	$0
TOTAL	$9,151,111	$9,969,572	$11,109,089	$11,367,387	$15,179,632
ADMINISTRATIVE AND SUPPORT:					
INSTRUCTIONAL ADMINISTRATION	$1,081,774	$1,495,918	$1,160,672	$1,239,989	$1,354,401
INSTRUCTIONAL SUPPORT SERVICES	$790,591	$710,247	$1,707,492	$2,432,387	$1,286,442
ADMISSION & RECORDS	$474,448	$436,364	$564,671	$567,259	$709,453
COUNSELING & GUIDANCE	$760,794	$767,276	$977,962	$1,135,879	$1,243,411
OTHER STUDENT SERVICES	$1,303,442	$1,218,883	$1,351,166	$1,444,602	$1,530,712
OPERATION & MAINTENANCE OF PLANT	$1,562,622	$1,686,750	$1,747,704	$1,783,406	$2,077,105
PLANNING & POLICYMAKING	$341,932	$486,352	$698,816	$667,512	$811,542
GEN INSTITUTIONAL SUPPORT SRVCS	$1,510,075	$1,717,615	$2,196,508	$2,664,730	$3,071,446
TOTAL	$7,825,678	$8,519,405	$10,404,991	$11,935,764	$12,084,512
OTHER ACTIVITIES:					
COMMUNITY SERVICES	$42,328	$46,499	$203,863	$360,884	$419,151
ANCILLARY SERVICES	$175,575	$182,872	$204,976	$222,972	$400,420
AUXILIARY OPERATIONS	$410,247	$444,964	$250,289	$254,365	$231,999
PHYSICAL PROP. & RELATED ACQUIST.	NA	NA	NA	$0	$0
LONG TERM DEBT	NA	NA	NA	$700,000	$0
TRANSFERS & PAYMENTS TO STUDENT	NA	$697,150	$864,735	$911,382	$1,068,863
TOTAL	$628,150	$1,371,485	$1,523,863	$2,449,603	$2,120,433
CAPITAL OUTLAY	$1,394,121	$1,255,744	$879,613	$1,282,498	$1,359,472
TOTAL	$18,999,121	$21,116,206	$23,917,556	$27,035,252	$30,744,027

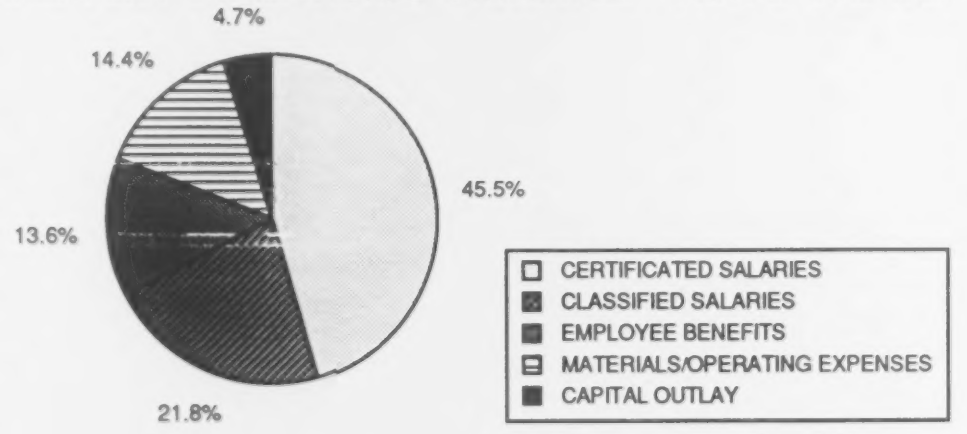
GENERAL FUND EXPENDITURES GLENDALE: FISCAL 1988-1989



(Graph 82)

The chart above shows General Fund expenditures by percent for fiscal year 1988-1989 for Glendale Community College, while the chart below shows statewide averages for General Fund expenditures. These expenditures are broken down into the six categories of: 1) Certificated Salaries (1000); 2) Classified Salaries (2000); 3) Employee Benefits (3000); 4) Materials/Operating Expenses (4000 & 5000); and 5) Capital Outlay (6000). The total General Fund Expenditures on Objects 1000-6000 for fiscal 1988-1989 were $29,675,164 at Glendale and $2,464,333,782 statewide.

GENERAL FUND EXPENDITURES STATEWIDE: FISCAL 1988-1989



(Graph 83)

The table below provides comparison figures for expenditures per ADA by category. It is important to note that the college receives less than the state average funding per ADA.

TABLE 13: GENERAL FUND EXPENDITURES PER ADA 1988-1989

CATEGORY(Objects 1000-5000)	$ per ADA	STATEWIDE AVERAGE
CERTIFICATED SALARIES (1000)	$1,605	$1,519
CLASSIFIED SALARIES (2000)	$631	$727
EMPLOYEE BENEFITS (3000)	$391	$455
MATERIALS/ OPERATING EXPENSES(4000&5000)	$475	$482
TOTAL 1000-5000 (without Capital Outlay)	$3,102	$3,182
TOTAL 1000-6000 (with Capital Outlay)	**$3,251**	**$3,339**
ADMINISTRATIVE AND SUPPORT (A.C. 6000-6700)		
INSTRUCTIONAL ADMIN. (6000)	$148	$189
INSTRUCTIONAL SUPPORT (6100)	$141	$109
ADMIS.& RECORDS (6200)	$78	$69
COUNSELING AND GUIDANCE (6300)	$136	$133
OTHER STUDENT SERVICES (6400)	$168	$133
PLANT OPERATIONS (6500)	$228	$315
PLANNING AND POLICY (6600)	$89	$93
GEN. INSTRUCTL. SUPPORT (6700)	$336	$360
TOTAL 6000-6700	**$1,324**	**$1,401**

3) General Fund Balance

The table below provides a brief summary of the enrollment, Attendance ADA (resident and non-resident attendance), and General Fund balances for the last five fiscal years. During the five-year period, the total credit and non-credit enrollment went up by 3.2% (credit enrollment went up by 16.0% during the period); Attendance ADA went up by 16.2%; total revenues went up by 69.3%; and Object category expenditures for 1000-5000 rose by 60.8%.

TABLE 14: FIVE-YEAR DISTRICT DATA SUMMARY

FISCAL YEAR	FALL ENROL.*	ATTENDANCE ADA*	ENDING FUND BALANCE	TOTAL REVENUE	EXPENDITURES (OBJ. 1000-5000)
1984-85	17,885	7,853	$1,131,053	$18,485,266	$17,604,937
1985-86	17,322	7,939	$2,096,490	$22,023,717	$19,163,312
1986-87	16,036	8,514	$1,765,953	$23,289,350	$22,173,208
1987-88	17,279	8,649	$2,891,685	$27,947,896	$24,141,372
1988-89	18,477	9,128	$4,013,224	$31,298,030	$28,315,692

* Credit, Non-credit, and non-resident

4) Qualitative Measure

The model accountability system refers to WASC Accreditation Standard 7 as the qualitative indicator of an institution's fiscal condition.

WASC Standard # 7: Financial Resources

"Financial resources are sufficient to achieve, maintain, and enhance the goals and objectives of the college. The level of financial resources provides a reasonable expectation of financial viability and improvement. Financial management exhibits sound budgeting and accounting. Financial planning is based on institutional planning involving the governing board and broad staff participation." (p. 35)

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